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ABSTRACT

The practicum report describes an effort to provide enrichment materials for kindergarten students whom classroom teachers identified as potential entrants for the gifted program. Two miniworkshops were conducted to familiarize teachers with identification and enrichment activities. Targeted students received enrichment attention both within and outside the class via cross-age tutors, self-instructional materials, and interest centers. The goals of increasing kindergarten referrals to the gifted program and of heightening the awareness of kindergarten teachers regarding the gifted/talented/creative child and the gifted program were met. In addition, positive changes were noted in the abilities of targeted students participating in enrichment activities. Appendixes include checklists of creativity and giftedness characteristics, psychological referral forms, student evaluation checklist and teacher information awareness checklist, workshop materials, and photocopies of enrichment activity cards. (CL)

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PROVIDING POTENTIALLY GIFTED KINDERGARTEN STUDENTS WITH APPROPRIATE ENRICHMENT ACTIVITIES FOR CLASSROOM USE WITH MINIMAL GUIDANCE

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NOVA UNIVERSITY

Providing Potentially Gifted Kindergarten Students With Appropriate Enrichment Activities for Classroom Use With Minimal Guidance

by

Elizabeth A. Dohrn

Cluster XVII

A Practicum Report Presented to the Ed. D. Program
in Early Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova University

1986

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ABSTRACT

Providing Potentially Gifted Kindergarten Students With Appropriate Enrichment Activities for Classroom Use With Minimal Guidance. Dohrn, Elizabeth A., 1985: Practicum Report, Nova University Ed. D. Program in Early Childhood. Descriptors: Mentally Advanced Children/Independent Learning/Self-directed Learning/Academically Gifted Children/Creativity/Kindergarten Children/Early Childhood Education/Independent Projects/ Discovery Learning/Curriculum Enrichment.

This practicum addressed the need to provide enrichment materials for kindergarten students who were identified by their classroom teachers to be potentials for the gifted program. In reviewing information gathered during the previous year, it was noted that students were not referred for the Major Work Area (MWA)/Gifted Program until the end of kindergarten, in part, due to lack of information and lack of testing personnel. In addition, because of several other factors, including overcrowded classrooms; a lack of information about "giftedness;" and lack of preparation time, kindergarten teachers did not feel as if they were able to provide sufficiently for those students on the upper spectrum, the top 15-20 percent, within the classroom setting.

The writer's goals were: 1. to have at least three to five percent of the kindergarten students referred for testing for the MWA/Gifted Program before the end of the year; 2. to allow targeted kindergarten students to develop and/or increase skills of social interaction, problem-solving, creativity, leadership, and divergent thinking; 3. to encourage kindergarten teachers to become more familiar with characteristics of the gifted/creative/talented child, and his/her needs and to have an increased knowledge of the Gifted Program. In addressing these goals, the writer, chose to employ several solutions to overcome the causes of the problem. The selected strategies dealt with teachers, students, tutors, and/or facilitators, parental involvement (when possible), and writer involvement.

The first and third goals of increasing kindergarten referrals to MWA and increasing the awareness of kindergarten teachers regarding the gifted/creative/talented child and the Gifted Program, were 100 percent successful. Of the targeted students who participated in the writer-designed enrichment activities involving social interaction, problem-solving, creativity, leadership, and divergent thinking, 100 percent showed positive change in various areas related to these skills.

CHAPTER I

INTRODUCTION

Background Information

Caloosa Elementary School was the setting for this practicum report. At the time of this report, Caloosa was one of 29 elementary schools in the Lee County School District and located in the northern section of Cape Coral, Florida. There were 1,064 students in grades kindergarten through fifth, who were drawn from three general areas of the county: Cape Coral, North Fort Myers, and Fort Myers. Of these students, 75% were bused and 33% qualified for free and reduced lunch (Annual Report of School Progress, 1984).

The percentage of students who achieved state objectives for the 1983-84 school year on the Florida State Assessment Test was as follows:

	Reading	Writing	Mathematics
Grade 3 - Caloosa	98%	97%	95%
Grade 5 - Caloosa	91%	94%	94%

In March of 1984, the California Achievement Test was given to all first through fifth graders. Results below show the average number of months above (+) or below (-) grade level for each grade in each subject area.

	Reading	Language	Math	Total Test Score
Grade 1	+2	Not Tested	+5	+3
Grade 2	+6	+7	+7	+6
Grade 3	+9	+1.8	+9	+9
Grade 4	+1.3	+3.0	+8	+1.4
Grade 5	+1.0	+2.4	+1.1	+1.2

(Annual Report of School Progress, 1984)

During the 1984-85 school year, Caloosa Elementary, a large elementary school with a diversified staff, offered a variety of support services. The list of both instructional and non-instructional support for the 1984-85 school year was:

- 34 Classroom teachers
- 1 Art Teacher
- 1 Music Teacher
- 1.5 Physical Education teachers
- 1.5 Chapter I teachers
- 1 Bilingual tutor
- 1 Psychologist
- 1 Visiting teacher
- 1 Nurse
- 1 Varying Exceptionalities teacher
- 1 PrEP Specialist
- 1 Principal
- 1 Assistant Principal
- 3.5 Office personnel
- 24.5 Aides
- 14 Custodians
- 17 Food Service Personnel
- 13 Bus Drivers
- 1 Speech/Language Clinician
- 1 Resource Specific Learning Disability teacher
- 1 Major Work Area/Gifted teacher

During this time, 24 Bachelor Degrees, 25 Master Degrees and one Specialist Degree were held by instructional personnel and administration at Caloosa Elementary School.

Of these personnel, seven are working on a Masters Degree, one on a Specialist Degree and four on Doctorates in Education Degree (Annual Report of School Progress, 1984).

The 1984-85 school year found the pupil/teacher ratio particularly high at the kindergarten, third and fifth grade level, with 29 students per kindergarten teacher, 31 students per third grade teacher, and 30 students per fifth grade teacher. Each kindergarten had a full-time aide (Annual Report of School Progress, 1984). In addition to the large number of students, there was a shortage of space. Kindergarten qualified for another teacher; however, due to lack of a facility, this teacher became a "floating teacher".

Caloosa had an Advisory Committee consisting of 21 members selected by the principal, who volunteer their time. Some of their duties included participating in the decision-making process by advising and assisting with educational program and budget resources, defining goals and evaluating the effectiveness of the school's academic program. In addition to the Advisory Committee, there were 82 parent and senior citizen volunteers who have volunteered more than 4,700 hours of their time to assist students and teachers during the 1984-85 school year. Each year these volunteers have been actively involved in fund raising projects, which in turn benefitted the students and teachers in their academic endeavors (Annual Report of School Progress, 1984).

Caloosa became a model school and a host to more than 100 visitors from all over the state, after being

informally identified as an effective school by Department of Education officials. A school-wide postal system and a banking system, used by third, fourth and fifth grade students are only two of the innovative programs which were developed to involved students in real-world situations. Emphasis for goal identification, however, was placed primarily on the third through fifth grade levels (Annual Report of School Progress, 1983-84).

Community Information

In 1985, Cape Coral, Florida, the setting for Caloosa Elementary, was considered to be a fast-growing, middle income community. The population count rose from 38,898 in 1983 (University of South Florida, Bureau of Economic and Business Research, 1983) to 43,016 in 1984 with a median income of $17,202 (Information Services Department, Lee County, Florida).

The fastest growing population in Cape Coral, for 1984, were those residents in the 0-4 age bracket. This group had a 68.2 percent growth rate from 1978-1980. There are presently eleven child care facilities registered in Cape Coral (City Directory, 1984).

Writer's Roles and Responsibilities

The writer, a teacher of the gifted, has been serving first through fifth grade students in a pull-out program, one day a week, for each grade level. Certification in English, Reading, Elementary and Gifted Education aid the writer in completion of her job. Inherent in this position are meet-

ings with parents of students, attendance at staffings when requested, meetings with grade-level teachers to check on students' progress and disseminating information about students' activities, and discussing identification and staffing procedures for potentially gifted students.

In addition to dealing with the daily operation of the gifted program, the writer has also worked on the expansion of the present K-1 enrichment curriculum used in the gifted program, as well as, annually organizing a media festival and science fair for gifted students. In an endeavor to become more thoroughly involved in other types of enrichment and/or awareness programs, the writer has served in the capacity as environmental representative, 1983-84 school year, and equity representative, 1984-85 school year for Caloosa Elementary School.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The Lee County Gifted/Major Work Area (MWA) Program has been in existence for approximately 20 years. At its inception, it was quite small with a few teachers, no direct coordinator and no definitive curriculum. During this time, the program was under the control of the director of the Exceptional Student Education Program. While the Gifted/MWA Program actively functioned during this time, it was more of a "closet-stepsister", until 1980.

In 1980, a coordinator for the program was hired and by 1981, a K-9 curriculum, previously used by Duval County, Florida for ten years, was implemented. With this emphasis and reorganization, the program attracted more positive attention, and public awareness grew. Parents became more actively involved.

Many of these parents became concerned however, over the lack of kindergarten and first grade student referrals to the Gifted/MWA. Referrals that were made were usually done at the end of the year. Several teachers cited the Checklist of Characteristics (Appendix A) for the Gifted Program as part of the problem. Teachers expressed dissatisfaction, feeling the checklist to be more oriented toward older students

and, therefore, difficult to fill out at the kindergarten level.

Since referring students in kindergarten is a fairly new concept, some teachers found it difficult to judge at this age level whether a child is exhibiting possible gifted characteristics. Added to this was the persistence of many myths about the gifted. Therefore, few were referred.

Due to the large number of referrals at other grade levels and limited testing personnel, the principals of the schools had been given the authority to rule on priority of testing. The principal at Caloosa Elementary, both in the 1983-84 and 1984-85 school year, placed kindergarten testing for MWA at the bottom of the priority list. In the interim, parents of potentially gifted students had requested teachers to provide enrichment activities for these students. Previously, emphasis in the county had been placed on remediating below average students in an effort to raise achievement scores. However, in the 1984-85 school year, a commitment to excellence in education on the part of parents and administrators, resulted in the need for teachers to employ more extensive diversification in planning curriculum.

An ever-increasing rise in population presented yet another problem -- overcrowded kindergarten classrooms with 30 students per teacher. Coupled with this was the adoption of a new basal reading series which demanded more teacher time for testing each student and presented the need for preparation of new materials. Time in which to provide extra enrichment activities for those students excelling beyond the rest of

the group was therefore limited. As a result, kindergarten students on the upper spectrum, the top 15-20 percent of the class, were not being provided with an appropriate variety of enrichment activities in the classroom.

Problem Documentation

In February of 1984, several inquiries were made by parents of kindergarten children concerning placement of their child into the MWA/Gifted Program at Caloosa Elementary. These parents were concerned with what they felt was lack of enrichment materials and resultant challenges for their child in the regular classroom (Communication with parents of kindergarten students, 1984-85). These same parents were requesting testing to be done for possible entrance into the MWA/Gifted Program. Older siblings were already being served and the parents were upset that no child from kindergarten was, as of yet, in the program. Two of these parents had moved from areas where kindergarten children were provided with enrichment programs (Communication with parents of kindergarten students, 1984-85). Upon checking with the guidance counselor, the writer found that in fact, no kindergarten student had yet been referred; however, one child might be referred before the end of the year (Communication with guidance counselor, Lee County Schools, 1984-85).

In subsequent discussions with kindergarten teachers, it was confirmed that one student might be referred before

the end of the school year. However, there seemed to be concern on the part of the teachers that kindergarten children might be too immature to handle going out of the room, and the required checklist too difficult to use at this level. The opinion was expressed several times that traits had not been seen by January, but may be exhibited by May (Communication with kindergarten teachers, 1984-85). However, two students were finally referred before the end of the year, but were placed at the end of the testing line by the decision of the principal, who felt older children should be given first chance (Communication with guidance counselor, Lee County Schools, 1984-85).

In September of 1984, another criteria was added. Teachers needed to document which enrichment strategies had been implemented in the classroom first, before referring students to MWA/Gifted (Appendix B). To this end, two kindergarten teachers conferred with the teacher of the Gifted, the writer, in October, regarding enrichment activities which could be used for documentation purposes. The teacher of the Gifted in turn held interviews with four of the six kindergarten teachers. Topics covered were: the existence of potentially gifted students in their classroom, the need for enrichment materials for these students, and the number of students in top reading and math groups (Communication with kindergarten teachers, 1984-85).

A questionnaire was then given to the six kindergarten teachers in late January, 1985, to update information

previously obtained through conversation (Appendix C). This questionnaire confirmed the need and desire for enrichment materials in the classroom. At approximately the same time the questionnaire was given, a meeting was held with the principal, assistant principal, all kindergarten teachers, the PrEP Director and specialist, and the writer. During this meeting, frustration over large class sizes, inability to meet the individual needs of the children, and the problem of trying to provide an enriched environment were discussed and the existence of a problem confirmed.

During informal discussions with several teachers, many ideas about Gifted behavior were expressed. Some concerns expressed by these teachers included areas of behavior, grades and IQ's. Children with behavior problems were thought of as too immature to refer. A child who was weak in one area such as math or reading was overlooked, and potential IQ seemed to be a prominent concern. Early reading ability was also seen as a confirmation of potential for giftedness; however, many other important characteristics were overlooked, confirming the need for more general information about "giftedness".

Causative Analysis

There were several probable causes involved in this problem. The writer divided these causes into three general areas dealing with teacher characteristics, classroom environment and policymaking decisions.

Teacher characterisitcs included a lack of information pertaining to appropriate materials to be used for enrichment purposes, some unfamiliarity or unease with identification of the gifted, and a lack of understanding of the Gifted Program itself. Following is a discussion of each of these characteristics.

Most of the kindergarten teachers involved provided students with a variety of interest centers. These activities were directed at the whole classroom population and were usually art and/or music oriented. However, there was a lack of specific activities designed to be used by children of above-average ability for enrichment beyond that presented to the class as a whole. When documentation was needed for referrals to the Gifted Program this year, the Teacher of the Gifted was repeatedly questioned by teachers of all grade levels, including kindergarten teachers. Some of these teachers were very upset at the prospect of proving enrichment was provided to these children in their classroom. The paperwork and documentation seemed overwhelming at first. A request was made by the classroom teachers in the county to be provided with a list of activities they might use as proof.

Courses in Gifted Education are limited in Florida. Only a few teachers in Lee County have taken any courses in Gifted Education. As a result, few teachers have had training in the nature or needs of the Gifted.

Since 1984 was the first time that most kindergarten teachers had become involved with the Gifted Program, many of them had no idea of the process of referring or the

content of the program. In conjunction with this, some teachers were concerned about their students leaving the classroom. They did not realize that the program was flexible and could be used as a resource as well as a pull-out program (Communication with kindergarten teachers, 1984-85).

Identification of gifted students was another area of confusion for teachers. Some of the teachers had expressed concern over students being identified so young. They were not really sure what to look for and in some cases, were hesitant to refer at all. Many of these teachers were duly impressed with students entering kindergarten reading, but overlooked other things not quite so obvious.

The second area of probable cause dealt with classroom environment. Within the typical kindergarten classroom, there is a wide range of academic levels operating. According to Fox (Kitano, 1982) there is a four-year spread in the development of kindergarten age children tested at the beginning of the school year; the performance level of kindergarten students usually ranges from three to seven years.

Due to a state law, children entering kindergarten must be older than required a few years ago. Students must be five on or before September 1. This leaves a chronological range of five to six year olds not including retainees who may turn seven during kindergarten. Of these children, some have never been outside their homes, some have been to a daycare center, and yet others have been involved in a more

structured pre-kindergarten or Montessori-modeled program.

In the 1984-85 school year, approximately 200 of Caloosa Elementary's enrollment were reassignments, children of professionals: doctors, lawyers, teachers, etc., whose parents requested reassignment due to Caloosa's excellent reputation. However, another large part of Caloosa's community were children from a disadvantaged area of Fort Myers.

This resulted in a wide range of economic and academic levels within the kindergarten classroom. Coupled with this was a fast-growing population which created crowded classrooms, 30 students per kindergarten class; this left little time for individual attention or enrichment. Despite this, the kindergarten teachers had to deal with increased pressure on the part of the community and administrators to provide enrichment and not just remediation to students in the classroom.

The last causal area revolved around policy-making decisions at both the county and school level. Lee County Schools has devised a specific pupil progression plan. A prescribed curriculum must be met leaving little time for teachers to concentrate on enrichment for a small portion of their room. A new basal reading program resulted in teachers needing to reorganize and redevelop materials. Some confusion was also present at the kindergarten level in determining the extent of progression in the new reading series. Children who were in the top level of Getting Ready to Read and ready to be tested, were left in limbo. A

contradiction in a ruling made on the county level of the school system seemed to indicate that these children might be allowed to go on to Bears (a pre-primer), but then again, maybe not. Appropriate enrichment activities had yet to be suggested for these children as an alternative or supplement. The importance for children to meet minimum standards tested on the state's competency test compounded the problem. These skills were sequential and were stressed at each grade level. Since teaching of these skills was mandated, and failure of these skills means pupil remediation, enrichment activities were sometimes overlooked in the effort to assure minimum competency skills were taught and mastered.

A third part of the policy-making area concerned the checklist (Appendix A) provided by the Gifted Program. This checklist was originally used only for second through eighth grade students. Upon incorporating kindergarten and first grade students into the program, the checklist was not adjusted. In October of 1984, the writer attended a Florida Association of the Gifted (FLAG) workshop and presented to the coordinator of the Gifted Program, a revised checklist used in Duval County, Florida, where the curriculum for the Lee County Gifted Program originated. A committee was appointed to study this checklist, but no action was taken for the 1984-85 school year. Teachers were therefore left with an instrument not particularly appropriate for this age level, and which resulted in some consternation when trying to identify potentially gifted kindergarten students.

Finally, the lack of testing personnel further complicated the process of providing targeted children with the opportunity to receive appropriate enrichment from a program such as MWA. The lack of personnel resulted in the need to prioritize grade levels for testing. Kindergarten students who were not identified as possible candidates for the MWA/ Gifted Program before January, were caught up in the backlog of testing; thus, they were not tested and/or staffed until sometime in first grade. When a potentially gifted child has not received appropriate enrichment in the classroom or in a special program such as MWA, a year of potential has been wasted and parents are dissatisfied.

In summary, causal factors related to this problem were found at the teacher level, the classroom environment level, and in the policy-making decisions of the school system itself.

The Related Literature

In reviewing the literature on providing enrichment materials for potentially gifted children, the writer found that most studies dealing with this problem covered three general areas: The first area dealt with perceptions about gifted. The second area covered the variety of identification procedures used. The third problem area investigated enrichment materials and their use in the regular classroom and/or in a specialized enrichment program.

In 1971, the Commissioner of Education established with the Office of Education, the Office of the Gifted and Talented. In 1975, a Special Projects Act was included in an educational amendment and provided the first legislative effort for the gifted and talented, and by 1978, the Gifted and Talented Children's Education Act was passed (Sisk in Worcester, 1981; Kitano, 1982).

Despite the disbanding in 1981 of the U. S. Office of Gifted and Talented, and the Gifted and Talented Children's Education Act of 1978 was also repealed, Robinson (1980) reported that the number of gifted programs has mushroomed. Kitano (1982) supported this claim and sited the new seriousness with which administrators, teachers and parents are discussing Gifted Education as emphasis for funding has shifted from federal to state and local level.

In view of the great strides which have been made in gifted education since 1971, one would expect misconceptions concerning the "Gifted and Talented" to have been corrected; however, this has not been the case.

Worcester (1981) cited five prevalent myths which are still held. They are:

1. Gifted and talented usually have emotional problems.
2. Teachers of the Gifted should be gifted.
3. The gifted and talented are capable of teaching themselves.
4. The gifted child is a frail boy who spends most of his time studying.
5. Gifted students don't have any academic problems.

In dealing with Project Challenge, the pervasive belief that Gifted students will achieve without much assistance was also noted in surveys gathered. However, studies also conducted in one state showd 55 percent of the Gifted/Talented students were performing below their mental capabilities. A parallel study in another state reported that 18 percent of their secondary school dropouts had been identified as gifted (Project Challenge, 1975).

Two prevalent attitudes toward the Gifted reported in literature are hostility and indifference. Hostility results from the fear of an intellectual or societal elite (Gallagher, 1975). Gifted students in the classroom can create serious educational problems and irritations. When these children can challenge the knowledge of the teacher, embarrassment can cause resentment against the one who revealed this weakness (Gallagher, 1975).

Clarke (1983) confirmed this attitude of school personnel toward the Gifted. The majority of school personnel do not hold a positive attitude toward the gifted. Kindergarten and first grade teachers were especially found to be negative toward early entrants.

Another perception dealt with that teachers ignoring the Gifted and Talented because of demands for accountability. There has been a supposition in existence that as long as gifted children earn high grades and stay out of trouble, it should not be necessary to deal with their dissatisfaction. Rationalizing the need to work with low achievers and bring them up to minimal competence has contributed to

alienation and underachievement in the Gifted and Talented (Strom, 1983).

Many experts were concerned with reducing giftedness to an I. Q. Margaret Mead observed that Americans have a narrow competitive range. She further reflected when children are labeled as "gifted," their success is attributed to something given not earned, causing giftedness to be viewed with suspicion if not hostility. Mead charged that American society grades or rates attributes and therefore does not permit one to be unique or incomparable (Clarke, 1983).

In implementing Project Challenge, it was discovered that quite often in our culture, gifted has come to mean intellectually superior only. Gifted five-year olds are expected to read fluently before coming to kindergarten. However, recently some educators have come to the realization that creativity and/or specialization in areas not usually thought to define giftedness may also be considered gifted. Likewise, some children are overt when displaying talents, while others are more withdrawn (Project Challenge, 1975). Thus, it has been seen that some perceptions held about giftedness can cause problems. There is a definite link between perceptions of giftedness and the need for enrichment.

The second area of concern dealt with identification procedures. In checking literature, it was evident that perceptions of giftedness also affect the identification procedures. As Kitano (1982) stated identification of the gifted directly relates to definitions given to giftedness.

According to the definition of gifted contained in the federal Gifted and Talented Children's Education Act of 1978, children can be considered gifted by high achievement or potential in any one of five areas: intellectual, creative, specific academic, leadership ability or in the performing or visual arts.

Intellectual giftedness is only one category; however, most programs still focus efforts on the intellectually gifted. Unfortunately, gifted children of all categories are not easily identified during preschool years (Kitano, 1982). Roeper (Kitano, 1982) felt that these children may not show outstanding achievement because of discrepancy between ability and social-emotional development. If a young child has high potential in science, math or arts, his/her experiences are so limited at this age, that these abilities may not be manifested during this early stage.

Bloom (1982) studied qualities prevalent in talented individuals -- concert pianists, Olympic swimmers and research mathematicians. These qualities were evident especially around the last stages of training and development (usually after 15). They include an unusual willingness to do a great amount of work in order to achieve a high level, great competitiveness with others in the talent field and the ability to learn rapidly new ideas or techniques in this field. The first quality was not strongly present until after eight years of age. These qualities were all considered developable. However, whether these qualities were present at a

very young age before training could not be said, as the individuals in the study reached their high level of status somewhere between 17 and 35. These talents however, are not readily measureable by the prominent IQ test.

The creative child may not fit the operational definition of intelligence (that is intellignece measured by IQ tests). J. P. Guillford demonstrated that there are a number of dimensions of intellectual abilities that an IQ test does not measure - these especially include divergent and evaluative thinking. Guillford made distinctions between convergent thinking (representing abilities usually measured on an IQ test) and divergent thinking (such as fluency, flexibility and foresight) (Gallagher, 1975). IQ test items all have one correct answer, whereas the "creativity" test items stress the importance of many answers. Children who do very well on these tests may not score high on IQ tests.

According to Barbara Clark (1983), discovering the Gifted in large populations of students has been a difficult task because individuals may not possess the same characteristics as other gifted individuals or may exhibit them in a different manner. Gifted individuals may even attempt to appear "ungifted" and go along with the classroom program. Clark (1983) further explained some gifted may not cooperate in the classroom and may be classified as behavior problems. Other gifted students may be thought of as slow learners because they are bored and nonresponsive to classroom activities. Many students are discovered only after referral

to be tested for a learning handicap. However, gifted children, especially girls, may withdraw into the "good" child syndrome. These children only do what is required and draw attention to themselves for school-approved activities such as reading.

Even Binet and Terman (Clark, 1983) warned that the intelligence scale was to be used only as one piece of data. For children who express their intelligence creatively, other tests and activities should be given. To identify abilities of leadership or in the area of art, observation and judgment of products or events need to be assessed.

In review, experts concurred that no one method of identification should be used. From the literature, it was evident that one cannot generalize about characteristics of the gifted; different individuals possess different characteristics or exhibit them in various ways. However, one theme repeated throughout the literature is the limitations of the intelligence test as a tool for the selection of the gifted. Yet, the IQ has been used either as the sole or the most important tool when identifying gifted students (Clark, 1983).

The third part of the problem area in literature covered enrichment materials and their use in the regular classroom and/or a specialized enrichment program. Koran and Longino (1982) described formal learning as having well-defined content but not learner controlled content. Within this classroom, the teachers and learner both had a pre-

scribed role. The role of the teacher was to select, organize and present material, then motivate students to learn and evaluate whether or not students have acquired the content. The learner's responsibility was to attend classes, pay attention, respond when stimulated and finally demonstrate achievement at the end of a lesson. This is hardly a stimulating environment for the growth of curiousity.

When intelligence is above average, motivation is seen as the most powerful predictor of future achievement. It is important for young children to set goals and pursue them. At most schools, however, objectives are expressed most often in terms of minimal competencies. This is necessary, but students who are capable must be given the chance to become self-directed, to select goals wisely, to modify aspirations when needed, and to remove themselves from expectations of others that may be unreasonable. This opportunity must be given to those who exhibit some characteristics of giftedness (Strom, 1983).

Vance (1983) too, cited the needs to challenge gifted young people academically. He felt they should be given opportunities to discover and to develop their potential in various subject areas. However, in the area of mathematics, little has been done in the last twenty years for the more capable child. Bright pupils become bored or frustrated with non-challenging work. Poor work habits develop, and interest in mathematics is lost.

Hersberger and Wheatley (1980) felt gifted children need to be challenged in mathematics with interesting problems requiring originality of thought. Imagery-building activities need to be included in the program as well as problem-solving. Unfortunately, the typical elementary curriculum deals mainly with computation.

The gifted are capable of achievement in mathematics much greater than is happening under present curriculum. Children have learned to expect a rule. Instead of looking for important ideas and relationships, they only try to figure out task expectation. Problem-solving and computation have been taught separately, with computation taught first until mastered. Instead, they must be taught simultaneously (Wheatley, 1983).

When evaluating enrichment programs, results have not been consistent. This was due probably to the variety in content, relevance, population and criteria for success (Tannebaum, 1983). Most schools resorted to adjustment in curriculum content, rather than instructional strategies. Instead of adjusting content and providing enrichment, some schools used acceleration to deal with the gifted; however,this was not as popular a device (Tannebaum, 1983).

Kitano (1983) believed that concern for gifted education was not extended to early childhood. However, several reasons were given for the importance of meeting the needs of the young child. Lack of support in the early years can result in wasteful underachievement of many gifted

adolescents. The needs of these young children must be met in the regular classroom. Sisk (Kitano, 1982) state that young gifted children comprise three to five percent of the population who are of school age. These children can be found in every age, economic or ethnic group. Next, in any homogeneous age group there is a wide range of levels. Finally, very few special services have been provided preschool children (Kitano, 1982). Unfortunately, literature revealed very little about specifically enriching the curriculum in the early childhood classrooms.

Whether enrichment is provided in the regular classroom or in a special program, the three most important elements for gifted children are: the teacher, the curriculum and the student selection procedures (Gallagher, 1975). While various programs have been used with a variety of materials, programs should never be a potpouri of activities, more of the same thing, stress only accumulation of knowledge, or deal only with cognitive and not affective domain (Clarke, 1983).

It was evident from the studies that enrichment for the gifted, whether in a special program or in the regular classroom, is necessary. Materials provided must continue to be challenging and not be more of the same and students should be allowed some self-direction and goal setting when possible. The curriculum and strategy used in the regular classroom has not been adequate when working with some gifted students. Alternative forms of educating the gifted must be

found. These programs must meet the needs of the students, accomodate administrators and schedules, be realistic financially, and at the same time, educationally sound (Parke, 1983).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statment of General Goals

This practicum was designed to provide enrichment materials for kindergarten students at Caloosa Elementary School who were identified by their classroom teachers to be potentials for the gifted program. For this practicum to be considered successful, the enrichment needs of more children needed to be served in the regular classroom, and some of these students would need to be referred for yet further enrichment in the MWA/ Gifted Program.

Behavioral Expectations

The following goals were projected for this practicum:

1. At least 3 to 5% of the kindergarten students will be referred for testing for the MWA/Gifted Program before the end of the year.

2. Targeted kindergarten students will develop and/or increase skills of social interaction, problem-solving, creativity, leadership, and divergent thinking.

3. Teachers will become more familiar with characteristics of the gifted/ creative/talented child, and his/her needs, and have an increased knowledge of the Gifted Program. At least four of the six teachers will evidence an increased understanding in the area of gifted education.

Evaluation Instruments

The writer chose as the first goal at least six to ten kindergarten students or three to five percent of the kindergarten population for referral to the Major Work Area Program. There were approximately 150 students in six kindergarten classrooms. Out of this number, 30 of these students were targeted as "potentially" gifted. This goal called for a referral rate of one child per class. The writer felt this to be a realistic expectation. A meeting with the guidance counselor, whose job it is to check and forward all referrals, enabled the writer to confirm whether the first objective had been met.

Next, a modified checklist of gifted characteristics (Appendix D) commonly found in early childhood age children, was given to teachers. This checklist served as both a pre and postevaluation tool. Whenever identification was in doubt, the checklist also aided the teacher in deciding whether a particular child possessed characteristics commonly associated with "giftedness." Along with this device, informal meetings were held to gather feedback concerning children's reactions to the enrichment activities. Both the checklist and the meetings were used to evaluate whether targeted kindergarten children developed and/or increased skills of social interaction, problem-solving, creativity, leadership and divergent thinking, and if so, to what extent a change had been made.

In a preliminary investigation, it was established by the writer that many of the kindergarten teachers felt uncomfortable in the area of gifted education. Because many of the activities being developed by the writer, and consequently skills exhibited by the target students, were not readily measured by testing, the writer felt more understanding in the area of gifted education by the kindergarten teachers was necessary. Therefore, the teachers were given a chance to demonstrate their knowledge of the "gifted" and the MWA/Gifted Program through a pre and postevaluation (Appendix E) given in a true/false format. The preevaluation presented what the teachers already knew, thus helping the author decide the content of the miniworkshops. The postevaluation, on the other hand, helped the author decide whether there was an increase in knowledge of the Gifted Program and/or whether teachers were more familiar with the characteristics and needs of the gifted/creative/talented child.

While the writer used the Awareness Checklist (Appendix E) in this manner, the checklist was also meant as a self-evaluation for the teachers, and this concept was emphasized more strongly. Due to the somewhat unfavorable atmosphere spread as a result of the Master Teacher evaluations, the writer felt it unwise to present the checklist and herself as another method of evaluation. To this end, the writer used the checklists only as a means of ascertaining general improvement of knowledge. It was the writer's aim that at

least four of the six teachers would show an increased understanding of the information and activities presented during the workshop. Along with pre and postevaluations, the writer used personal observations during the workshop and subsequent discussions, in order to ascertain the success of this objective.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Identification

To expose children to a variety of enrichment activities at as early an age as one is able (Gallagher, 1975) seemed to be a prevalent theory in the majority of the articles reviewed. Since it is difficult to identify the potentially gifted in early childhood (Kitano, 1982), the effectiveness of which is only 10% in kindergarten (Jacobs in Clark, 1983), it was necessary to help teachers with identification procedures.

This was not an easy task. Certain types of giftedness, creativity being one, are difficult to identify (Zorn, 1983; Clark, 1983; Tannebaum, 1983). Gear and Borland (in Clark, 1983; Kitano, 1982) felt teachers training sessions and lists of specific behaviors to observe were helpful techniques to employ.

Procedures for identification by Poland Ohio School District included parents' nominations, teacher recommendations, IQ scores, standardized achievement scores, peer and self-identification (Zorn, 1983). Such multifaceted approaches were seen in a variety of articles. Many types of tests/checklists were suggested, among them: the Torrance Test of Creative Thinking, the Group Inventory

for Finding Creative Talent and the Creativity Test for Children by Guillford (Clark, 1983). However, the writer felt these tests were unfamiliar to the classroom teacher who might not feel at ease using them. Also, the availability of these tests was a problem. An adaptation of the Circle Test by Torrance was suggested and used in one study by a classroom teacher. This activity was thought to be simple enough for use in a kindergarten classroom by untrained personnel. It consisted of 20 unconnected circles. Children were given ten minutes to make things with the circles (Naumann, 1980). Teachers looked for the most original and creative way of using these circles to create a picture.

Since identification procedures vary so much, it was necessary to use those criteria which fit the area and task involved. However, the one consensus throughout the literature was to generate as thorough a picture as possible and not to let IQ alone be the prevailing factor. Many creative and talented students have been missed when using tests of intellectual ability only (Kitano, 1982; Clark, 1983; Gallagher, 1975).

Meeting Needs

Gifted children have needs which must be met by other than regular classroom techniques (Feldhusen and Wyman, 1980). Feldhusen and Wyman (1980) found the best way to achieve this end was by identifying ten need areas and incorporating these into a Super Saturday Program. Students, grades 2 through 9 met for two six-week sessions. These sessions offered creative thinking, creative expression, foreign languages, math and

computer science, photography, and dramatics. This was an enrichment program and had no connection with students' regular classroom programs. Feldhusen and Wyman (1980) suggested that regular classrooms would need full-scale offerings with acceleration of students to achieve the intent of their Saturday Program.

The only problem seen in this program was its limitation to only one day a week. Students in this program expressed the discontent of returning to regular classrooms. Since the writer believed this program was not feasible on the same scale all week long, it could not be expected to correct the problem of what to do with gifted children when they returned to the classroom.

Project Seagull (Robinson, 1980) was another pullout program. However, this program operated during the regular school day. It is a media, center-based program intended to heighten gifted fifth and sixth grade students' self-esteem, interest in school and creative potential. Scheduling varied to meet the concerns of students and work around student schedules. The program revolved around inquiry, identity and interaction. This again was a very good alternative, but failed to meet the continuous needs of the gifted.

In Wisconsin, Notar and Deutsch (1983) held a College for Kids during June and July of 1982. This was the second such program for elementary children. The program,

following Joseph Renzulli's enrichment triad model, provided children with the opportunity to work with mentors to solve real-life problems, and to teach children about the process of learning. Bloom's cognitive taxonomy and Kratwohl's affective taxonomy were used by these teacher-facilitators as structures by which to develop learning activities.

The response for this program was very positive from participants and parents. However, the same problem existed with this program as with the previous programs. A need to incorporate at least some of these activities into the regular classroom was noted; thus enabling these children to be challenged for more than one summer.

Harrington and Harrington (1982) also offered a summer course through a local college. This program offered courses not usually found in traditional schools, subjects intellectually challenging, uniting brains and hands. The latter concept was the most important aspect. The program operated much as a college would - offering courses, providing for social hour at lunch and doing homework. This too, was a good summertime offering, but failed to fulfill the need students have during the year.

Bloomstrand (1984) and Hersberger and Wheatley (1980) worked with gifted children during the regular school year. These programs were developed around a horizontal enrichment mathematics program for gifted elementary students. Students in these programs were identified as possessing

specific mathematical ability. Curriculum content was the main focus of these programs. The use of calculators and computers for problem-solving, probability, and the need to develop spatial relationships were stressed in these programs. While these programs were in the traditional school setting, they were "pull-out" programs. They worked with basic mathematics curriculum content with the intent of enriching rather than accelerating the student. These programs were more classroom-oriented than those previously mentioned.

Vance (1983) also was concerned with the lack of mathematical challenge of young people. He used both depth and breadth enrichment. Breadth enrichment was used with the standard content and depth enrichment was used as acceleration for the more mathematically gifted individual. His strategies included subject-matter acceleration, self-paced instruction, differentiated assignments, multi-level learning, and enrichment through topical units. This solution seemed to be an excellent overall enrichment program designed for many capabilities.

Zorn (1983) established programs of many facets. He discovered while some teachers were enriching students, others, perhaps at the next grade level, were not. This sometimes resulted in student frustration at the next grade level. As a result, the Poland Ohio School District adapted several programs, including enrichment in the class-

room, pull-out and mentor contracts. These programs were very inclusive. Needs of gifted, creative and talented individuals were met.

Parke (1983) was concerned with meeting the needs of students in the classroom. Alternative forms of educating the students of ability were needed. Self-instructional methods were thought to be one method of instruction, providing flexibility to program designs. The independent nature of self-instruction was cited as an advantage for regular classroom use. Parke found it to be easily administered and adaptable to enrichment, acceleration or remediation. While the results of this study looked good, caution should be taken that teachers do not mistake self-instruction for sustained independent learning. Students, even gifted, need encouragement and direction (Notar and Deutsch, 1983).

Kitano (1982) stressed the importance of meeting the needs of the young, gifted child in the classroom. She gave as her reason the fact that many gifted children would not be normally identified nor offered external services at the early childhood stage. The approach offered by Kitano systematically integrated process as well as content objectives in sequential units. Kitano's suggestions were: provide activities to enhance creativity, higher cognitive processes, executive operations, promote inquiry and problem solving, promote affective development, and incorporate process and content objectives into units.

Kitano's information and suggestions seemed the most relevant to the writer's projected outcome. The objectives presented were similar to the writer's intent. Information was clear, concise and practical.

Renzulli's Enrichment Triad Model (1977) perhaps summed up this section best. It matters not when or where opportunities for enrichment are met, if one or many children are involved, whether children other than gifted children are involved in certain projects. What does matter is when a student possesses superior potential for performance in an area of real interest, then this student must be allowed to pursue these topics to the furthest point of inquiry of which he/she is capable.

Enrichment Activities

Problem solving, creative inquiry, affective development, spatial skills, process and content, and the use of higher level cognitive skills were repeated throughout the research. Kitano (1982) included decision-making activities, science activities and social processing activities into units of study. Zorn (1983) used divergent thinking, problem finding, problem solving and brainstorming activities in classroom settings. Vance (1983) and Bloomsstrand (1984) used problem solving, visual thinking skills, estimation and probability in their programs. Items such as tangrams, cuisenaire rods and calculators were used. Naumann (1980) used the poetry of Shel Silverstein to develop children's creative thinking and writing skills and to develop skills

of analysis and evaluation. Fluency, flexibility and elaboration were stressed. Hurst (1980) developed a curriculum about the solar system to develop activities in science, social studies, math, art and creative dramatics. Distances of the planet from the solar system, reenactment of the movement of earth from the sun, plans for settlements on other planets by people from earth were just a few of the ideas developed in this unit. Smardo (1982) used children's literature to enrich science concepts. Hands-on exploration with vicarious experiences in books were combined. Aquariums, magnifying glasses, seed pods and the like were used in a curriculum where gifted children could increase self-directed discovery at their own pace.

Dole and Adams (1983) suggested differences in curriculum for gifted versus non-gifted readers dealt with eight components. Among these were: self-selected reading experiences, work with mentors, Great Books Program, independent research projects and research skills. According to Williams, (1970) teachers and curriculum must help students to be more active in thinking and feeling about subject matter content so they can go beyond this into creativity uniquely their own. Teachers need to be flexible in their approach and must employ a variety of contrasting approaches. Cognitive and affective processes must be used together. Unfortunately, the cognitive/affective dimension of pupil behaviors has been severely neglected. Curiosity, risk-taking, complexity and imagination, fluency, flexibility, originality and

creativity are crucial to an effective curriculum.

Implementing Enrichment in the Classroom

Cross-age and peer tutors and volunteers were the most frequently suggested methods or aids in implementation of enrichment into programs. In the Miles Project, Atlanta School, (Project Challenge, 1975) volunteers were used to work in the classroom. They were found to be most affective. Talented, retired-teacher volunteers were used in a tutorial program. Thirty-two retired persons volunteered for the project, only four were used. Volunteers were matched for talents and activities to be taught. Peer and cross-age tutoring (Strom, 1983) were suggested as another method of accomplishing implementation. This method benefits both the person tutoring and the person receiving the assistance. Both of these methods seem to be viable solutions; however, cross-age tutoring would be the easiest to initially implement in the writer's situation.

Studies reviewed for this paper varied as to grade levels and methods of implementing enrichment. Most of the studies centered on pull-out programs for the gifted students; some of these were programs offered only on Saturdays or in the summer. As with other "pull-out" or special programs, the cost effectiveness, especially with threats of budget cuts lurking ever near, was considered a hindrance to implementation. Since the federal government has given funding responsibility back to state and local agencies, many forms of providing enrichment to

potentially gifted students must be found.

The least studied of these alternatives was providing enrichment in the regular classroom. Reasons noted were lack of teacher knowledge, wide range of abilities and lack of methods and/or materials (Gallagher, 1975). However, the writer felt with the use of cross-age tutors, volunteers, interest centers (Project Challenge, 1975), and some self-instructional material this could become a reality.

In summary, wherever enrichment is provided, the activity should be directed and/or monitored by the teacher-giving minimal guidance. The teacher should be a facilitator. The activity should be designed to provide or offer alternative forms of learning -- not more of the same. Finally, it should be shared with others in the form of a final "product" (Lee County Schools, Gifted Program, 1985).

Description of Selected Solutions

The description of the previously discussed models serves to illustrate that there are many solutions that have been utilized, all with some success in their particular setting. Lee County, Florida, already has a well-developed "pull-out" program existing in the traditional school setting. In addition, the program has offered a Saturday Program, summer programs at the middle and elementary school levels and an after-school program designed basically for 3-5 grade students, exhibiting

qualities of giftedness, but not necessarily in the Gifted Program.

This still has left a gap in the regular classroom setting with students and parents concerned due to lack of continued enrichment in the regular classroom. Added to this is the large amount of paperwork and lengthy process involved in testing. The lack of testing personnel has resulted in a slow process, especially on the kindergarten level, before a child is finally staffed. Finally, the emphasis presently placed on IQ scores in this county has resulted in a void for the creative or talented child who might not quite reach a "measurable" IQ of 130.

This writer, therefore, chose to employ several solutions which seemed appropriate to overcome the causes of the current problem. These solutions, the writer believed, had the greatest possibility of meeting the terminal goals previously outlined.

The selected strategy consisted of eight components:

1. Two mini-workshops (Appendix F)
2. Implementing appropriate self-directional materials/activities for those identified kindergarten students (Appendix G)
3. Using 5th (and possibly 3rd and 4th) grade MWA students to be tutors and/or monitors
4. Enlisting the aid of classroom aides to act as monitors of centers
5. Periodically removing students from the classroom environment for activities with MWA teacher and tutors.
6. Enlisting parental support as program progresses
7. Suggesting the use of these targeted students to be peer tutors in the classroom

8. Enlisting the aid of volunteers if the availability presents itself

Component number one, two miniworkshops, (Appendix F) were used to:

a. Present concepts of giftedness and the gifted program
b. Allow the classroom teacher to do activities such as brainstorming, boundary breakers, etc.
c. Present and explain enrichment activities and materials for use in their classroom (Appendices G & H).
d. Explain the method of targeting students
e. Review the evaluation checklist (Appendix D)

Components two through four consisted of the actual implementation of materials/activities in the regular classroom. MWA students, selected by the writer/MWA teacher, acted as cross-age tutors allowing the younger children a chance to model the older students. MWA students had a chance to share their expertise in role play, boundary breakers, etc., as well as act as mentors of interest areas. Both MWA students and the regularly assigned kindergarten classroom aides monitored centers.

In order to further develop enrichment activities, to allow greater social interaction between all targeted students and enable the writer to observe the behavior of these potentially gifted students, the writer/MWA teacher also worked directly with targeted students, outside the classroom, as stated in component five. School-based trips, socio-dramas, science experiments and the like were experienced in these larger groups, and students often shared their knowledge with their own classmates (Appendix H).

As the program continued, components six through

eight were implemented when feasible. It was suggested to the classroom teachers that parents should be invited to see the types of activities in which these children were involved. It was also suggested that parents or other members of the community should be enlisted by the classroom teacher as aides. Finally, a suggestion was made that targeted students be used as peer tutors for other students having some problems with classwork. It was thought that these techniques would allow parents to actually see what was happening and give them ideas of enrichment activities that could be used at home, as well as allow more diversity of activities within the regular classroom, providing the teacher with greater opportunity to interact with her students.

These components were considered the most feasible for the problem situation as it existed at Caloosa Elementary. While a pull-out program was in operation in grades 1-5, cited as a solution in many of the aforementioned reviews (Feldhusen and Wyman, 1980; Robinson, 1980; Nortar and Deutsch, 1983), this program did not serve the needs of those who were gifted or who were seen by the classroom teacher as having "potential" for the gifted program at the kindergarten level.

Working with potentially gifted children in the classroom provided necessary enrichment; however, due to the lack of testing personnel, kindergarten students were the last to be tested and/or staffed for the gifted program. The selection criteria which was used by the writer did not rely

only on intellectual ability -- no IQ test was required. Using classroom ability and creativity as criteria, potentially gifted students were given the opportunity, during the early childhood stage, for enrichment in the classroom as Kitano (1982) suggested; this was intended to help children who have not been formally identified in kindergarten for the MWA/Gifted Program.

Report of Action Taken

Prior to beginning implementation, the writer interviewed the kindergarten teachers. An informal discussion on needs assessment, concerning the use of enrichment materials for the upper spectrum, the top 15-20%, of their classrooms was the topic. This was followed by a Survey of Needs Assessment (Appendix C) which updated and documented the information received during these informal discussions with the teachers. Accompanying the survey was a brief letter: (a) informing teachers of the writer's practicum plans and available enrichment materials; (b) requesting a meeting with them to explain implementation of these materials, and to demonstrate areas of "giftedness" and gifted education; (c) clarifying the writer's definition of "potentially" gifted, which was broadly used; not based solely on IQ and relied on teacher observation and judgment. Next a Student Checklist Evaluation (Appendix D) was completed by the classroom teacher for each of the targeted kindergarten students. Finally, a Teacher's Information Awareness Checklist (Appendix E) was used to establish criteria for two miniworkshops

(Appendix F) to be presented at a later date.

After these preliminaries, the writer began implementation during the second week in March (Appendix I). First, another meeting of approximately 15-20 minutes was held to distribute and discuss the Student Checklist Evaluation (Appendix D). During this meeting, it was explained that this list was adapted from several different checklists for the gifted child during the early childhood stage. Teachers were encouraged to target children who they felt showed promise; who were operating rapidly (ex. at least ready to begin reading in Bears, a pre-primer of the new basal series adopted by county and/or functioning on the developmental level in math); and who exhibited characteristics of creativity, problem-solving or a strong interest in one particular area. Each characteristic was then ranked on a scale of five from Never to Always (Appendix D). If a teacher was in doubt, reviewing the checklist of characteristics was suggested as an aid in determining whether a particular child might be targeted as potentially gifted. It was emphasized that the teacher not worry whether a child might in fact qualify on a standardized IQ test for the MWA/Gifted Program, but whether the teacher felt the child had potential and might benefit from enrichment activities.

While verifying targeted kindergarten students, during the second week in March, the writer also selected three groups of students -- one group each from the third, fourth, and fifth grade MWA classes. The students were selected on

the basis of one or more of the following: compatibility to work with others, especially younger students (as evidenced earlier during several previous opportunities to work with kindergarten students); leadership ability; large areas of background knowledge; self-motivation and self-discipline; divergent and evaluative thinking skills; analytical skills; ability to follow directions and communicate clearly; and creativity. Flexibility was considered to be a key aspect of this process.

During the second and third week in March, these students were then oriented to the activities and techniques to be used with the targeted kindergarten students. During this process, since many of the activities and skills to be used with the kindergarten students were already familiar, at least in concept, to the MWA students, the writer concentrated on approaches to facilitating and/or tutoring the kindergarten children. Different activities such as brainstorming and research were reviewed and methods of handling them discussed. It was stressed that the older student guide, but not take over for the kindergarten child.

While ten students were trained in each of the three groups, the numbers actually used with the target students each time varied according to the activities planned and the number of targeted students chosen by the classroom teacher for these particular activities. A half-hour to forty-five minutes, both in the morning and afternoon, was set aside, four days of the week. During this time, the selected MWA

students could assist the targeted kindergarten students in or out of their regular classroom setting. This was done to allow the greatest amount of variability within schedules and groups of targeted kindergarten students.

Whenever possible, students with similar interests or personalities were paired. A shy kindergarten student was paired with an MWA student who was calm and patient who had in some cases developed over a span of time from shy to a more extroverted personality. MWA students with leadership ability and divergent thinking skills were put in charge of brainstorming or boundary breaking activities. Descriptions of all of these activities to be used were also presented at another time to the classroom teacher in the form of color-coded activity enrichment cards (Appendix H). The writer simultaneously assessed the Teacher's Information Checklist (Appendix E) to discern what information should be presented to the kindergarten teachers in the two mini-workshops (Appendix F). Due to length of time available and the vast amount of information available, the writer decided to confine the topics and activities to those she felt most relevant to the classroom teacher and which the Teacher's Information Awareness Checklist (Appendix E) indicated as a need. The areas which were stressed are reflected in the outline of the miniworkshops (Appendix F).

The first workshop, Session One, took place during the third week in March, during which a packet of handouts was

given to each teacher. Each packet contained: personal, learning and behavioral characteristics of the gifted child; six myths about the gifted child; suggestions for enrichment (Appendix G): suggested activities for enrichment, suggested topics of interest for enrichment activities, suggested enrichment interest centers; and goals and objectives of the gifted program in Lee County at the kindergarten level. The information in these packets were reviewed, but it was up to the individual teacher to go over them more thoroughly if she felt the need. A sample Individual Educational Plan (I. E. P.) and an overview of the curriculum were displayed for anyone wishing to review them.

Session One was approximately 35 minutes. During this time, an adaptation of the Torrance Test of Creativity, using triangles and circles, was used for an exercise in fluency and elaboration. Next, the rules of brainstorming were explained, and then an exercise in brainstorming was used to emphasize the importance of fluency and flexibility. Creative versus common answers were discussed and the creative process, using the previous activities, was reviewed. Williams Model (a handout) was then examined as per application in the classroom, stressing the importance of using cognitive and affective domains in teaching. Finally, the creative/talented child and limitations of IQ testing, as well as identification procedures, myths, characteristics and federal guidelines were explored.

Session Two, the following week, began with an overview of hands-on enrichment materials which could be used to further develop skills of problem-solving, spatial development, logical thinking and the like. Sequence task cards, tangram puzzles, miscellaneous puzzles, blocks and cards designed by the teacher, a kit with shells and a shell book, books, and math games were distributed to the teachers for use with their targeted students. Following this, skills of problem-solving and creativity were tested in several activities. During this time, the application of Bloom's taxonomy and Renzulli's Triad, as used in curriculum planning and instructional strategies, were discussed, as well as the use of cross-age and peer tutors in the employment of enrichment activities. Since questions were presented and answered throughout the session, the question and answer time was used to present a host of other possible enrichment activities and to explain to the teachers that activity cards, with these and other ideas, along with more hands-on material would be forthcoming. A postevaluation was then done to help the writer decide whether the workshops were successful (Appendix D).

During the third and fourth week of March, independent classroom schedules were also collected from the kindergarten teachers and a master schedule was set up. At the beginning of April, the MWA students then began acting as cross-age tutors for the targeted kindergarten students. In order to accomodate the teachers and allow the writer to

observe the interactions of targeted students, two strategies were employed. Fourth and fifth grade students were sent to the kindergarten classrooms to work on enrichment activities chosen by the classroom teacher and/or third, fourth and fifth grade students worked under the writer's supervision, escorting students to the library for research; designing projects as follow-up to research; doing brainstorming and boundary breaking activities; as well as monitoring them on problem-solving and hands-on science activities. Time was allotted to enable each targeted student to have a minimum of one enrichment time per week. Most students received up to three times per week and a few four times, dependent upon their classroom teacher's response and scheduling factors. MWA students were instructed to guide, give aid when needed, but not take over an activity. All of the activities used with the targeted students by the MWA students were from the set of enrichment activity cards, color-coded, and given to the teachers (Appendix H).

Due to the proximity to the end of the year, previously scheduled kindergarten field trips, and a kindergarten grade level play, as well as a need to continue the regular MWA curriculum, it became difficult for the writer to monitor and provide aid to the targeted students on an equal basis. Therefore, the use of full-time kindergarten classroom aides or parents selected by kindergarten teachers to be a facilitator and monitor students' activities was encouraged. Since the purpose of this practicum was to develop

and use these enrichment activities for classroom use, this seemed to be a natural step in the process.

At the beginning of April, color-coded activity cards (Appendix H) were given to each teacher. Each color designated a different skill area:

Pink - Social Process

Blue - Critical Appreciation

Yellow - Research Methods

Green - Creative Expression (Divergent Thinking)

White - Scientific Approach (Systematic Thinking)

During the presentation of the enrichment activity cards, it was stressed that while some areas overlapped, the writer had categorized the cards according to the prime objectives and skills to be met. Teachers were referred to the handout, "Overview of Tentative Enrichment Activities" (Appendix G), which also could be used as a point of reference, if desired, when using activities for documentation purposes. Using this handout as a reference, teachers were able to see at a glance what specific skills would be employed under each of the five general skill categories of: research, social processing, scientific approach, creative expression and critical appreciation.

Due to the limited amount of time available to the kindergarten teachers for the continued development of enrichment materials to accompany these activity cards, the writer also presented in April, several units of study, which correlated with the activity cards and the handouts on enrich-

ment (Appendix G) previously given to the teachers during the miniworkshops. It was pointed out, by the writer, that these materials included many items taken from the handout, Topics of Interest under Enrichment Activities (Appendix G). Materials also could be used to develop a center as suggested in the handout on Interest Centers (Appendix G) presented during the miniworkshops. Several pop-up books on weather, insects, and dinosaurs, and a set of primarily self-instructional science cards and tapes with some equipment and materials used in classifying, measuring, and observing were included. Also included was a complete unit on dinosaurs with: "A Little Thinker's " tape and booklet, a diorama, posters and informative sheets and activities on different dinosaurs. Laminated pictures of seasons and habitats, simple story sheets which made into "take home" booklets, cut and paste materials on alphabet sequence, activity sheets on weather, insects, health, plants, planets, animals and reptiles, and materials using the child as the topic of interest were part of these units of study. The writer believed that presentation of these units of study to the teachers as a group, would help to develop a "carry-over", into the following year, of enrichment cards and activities.

During the entire time of implementation, from March to June, the writer was involved in individual meetings with kindergarten teachers and tutors to consistently update information and to evaluate the responses by the targeted students to these activities. Changes in the

ranking order of student characteristics previously marked on the Student Checklist Evaluation (Appendix D), for the target students, were noted and discussed. The writer then evaluated this information, as previously done for the third goal, to determine the success of this, the second goal.

At the end of the implementation period, during the second week in June, kindergarten referrals for MWA were checked. The number of completed referrals was tabulated. The writer then evaluated the results to verify that the first goal had been met.

After checking to assure all three goals had been met, the writer conferred with the kindergarten chairman for the 1985-86 school year. The writer offered the continued help of the MWA students as cross-age tutors, and offered to review any of the information and/or appropriate usage of the enrichment cards and materials, especially for newly hired kindergarten teachers, if requested for the following school year. This concluded the implementation period.

Several recommendations are suggested by the writer. This activity would be more effective if started early in the school year. Grade level plays, pre-scheduled field trips, and last-minute school activities caused problems in the scheduling of at least two of the six kindergarten classes. Second, a more thorough and extended time span for teacher orientation would aid in the carry through of activities within the regular classroom. Last, if set up

early in the school year, a wider selection of parent volunteers and orientation for them as well as the regular classroom aides would be beneficial to both students and teachers. The person in charge of the program may need to be more assertive in the role of enlisting and training volunteers if this is to become a functioning part of the program.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

This practicum addressed the need to provide appropriate enrichment activities, within the classroom, for kindergarten students who had been targeted by their classroom teacher as "potentially" gifted. Since many children are often not properly identified during the early childhood stage (Kitano, 1982), the writer encouraged teachers to look for children who were possibly in one of the top reading and/or math groups or may have shown potential in one of the following areas: leadership, creativity, divergent thinking, problem-solving, or developed a strong interest in a particular subject or area. A measured IQ was not a pre-requisite for targeting a student, for many creative and talented students are missed when intellectual tests of ability are used as the deciding factor (Kitano, 1982; Clark, 1983; Gallagher, 1975). To aid them in the targeting process, teachers were referred to the Student Checklist used for pre and postevaluation (Appendix D). Since this list was compiled from several checklists for targeting the young gifted child, the writer considered this to be a good reference tool.

In reviewing information gathered during the previous year, the writer noted students were not referred for the

Major Work Area/Gifted Program until the end of the kindergarten year or beginning of first grade and therefore, not tested until much later. During discussions with kindergarten teachers and support personnel, overcrowded classrooms; lack of information about "giftedness;" lack of preparation time; and shortage of testing personnel on the county level were cited as contributing factors in the problem. Kindergarten students who were on the upper spectrum, the top 15-20%, were not, it was felt, being provided with sufficient enrichment activities within the classroom nor staffed in the MWA/Gifted Program. From a Needs Assessment Survey (Appendix C) and follow-up discussions with the kindergarten teachers, the writer formulated the plan for implementing enrichment activities in the kindergarten classrooms. This, the writer felt, was a more immediate and lasting solution to the problem; for even if more students would be referred for the MWA Program toward the beginning of the kindergarten year, many still may go unidentified. The creative/talented child, it has been noted, is often hard to identify at an early age (Kitano, 1982). In addition, testing and staffing procedures in the past have been slow due to the shortage of necessary personnel. This situation has not yet and is not likely to change, especially in view of recent budget cuts to education. Finally, students with potential must be provided for immediately and consistently within the regular classroom (Clark, 1983) even if they have been staffed in a "pull-out" program such as MWA.

To this end, the writer developed these three goals:

1. to have at least 3 to 5% of the kindergarten students referred for testing for the MWA/Gifted Program before the end of the year

2. to allow targeted kindergarten students to develop and/or increase skills of social interaction, problem-solving, creativity, leadership and divergent thinking

3. to encourage kindergarten teachers to become more familiar with characteristics of the gifted/creative/talented child and his/her needs and to have an increased knowledge in the Gifted Program. At least four of the six teachers were to evidence an increased understanding in the area of gifted education.

Several strategies were employed to reach these goals. Miniworkshops for the teacher; development of enrichment cards and materials to be used with the targeted students; use of cross-age tutors, and aides or parents in assisting students and teachers when possible; and involvement of the writer/MWA teacher as facilitator, monitor, and observer-evaluator were all involved in the solution process of the three goals identified above.

Results

In order to ascertain the status of the first goal that 3 to 5%, or six to ten of the kindergarten students will be referred for testing for the MWA/Gifted Program before the end of the school year, the writer met with the guidance counselor in charge of kindergarten referrals. Of the 30 kindergarten students targeted as potentially gifted, seven were referred for testing before the end of

the year to the MWA/Gifted Program. In addition, two other students were suggested for referrals, however, they were unable to be completed before the end of the year. In addition, two students were tested and one staffed before the end of the year.

Goal two stated that targeted students would develop and/or increase skills of social interaction, problem-solving, creativity, leadership and divergent thinking. This involved making a comparison between the Student Checklist Evaluation (Appendix D) at the beginning of implementation and change in rating, if any, after students had been exposed to enrichment activities designed by the writer, to deal with skills.

Due to, among other things, prearranged field trips and a grade-level play, several of the targeted students were unable to participate except on a very limited basis. Students were either monitored in their classrooms by MWA students or classroom aides or were sent to work with MWA students under supervision of the writer. As shown in Table 1, some students worked on enrichment activities an average of two or three times a week. Other students were observed by the writer or the MWA teacher only a few times during the complete nine-week session. This table also shows the amount of time students were noted by the writer, cross-age tutor, classroom teacher or aide, to have spent on activities.

TABLE 1

AVERAGE OF MONITORED TIME/WEEK SPENT ON ENRICHMENT ACTIVITIES

Kindergarten Teachers	Number of Targeted Students	Average Times/Week	Average Nine-Week
A	8	3	27
B	7	2	18
C	5	1	9
D	3	1	9
E	4	-	3
F	3	-	3

For those students who were exposed to enrichment activities on a continuous basis, 100% exhibited a positive change in at least 60% of the characteristics. Ratings on three children changed from "seldom" to "sometimes" and on one other from "sometimes" to "most of the time" on the trait - "shows a strong interest in one particular subject or area;" two children showed an increase in "self- confidence;" three students evidenced an increase from "sometimes" to "most of the time" on "asks many questions and "comes up with unusual ideas." Most of the students showed an increase, to varying degrees, with "shows imagination" and "likes to create." Two students began at the top level of "always" on most questions; therefore, no great change was expected. However, an increase in overall enthusiasm while working on enrichment activities was noted. Not all students were anticipated to increase

their ratings for all traits listed, but all who were actively involved made positive increases in at least one or more of the traits.

Since the first goal was dependent, to some extent, on the third goal of awareness and involvement, the writer saw the workshops for teachers as an important aspect of the solution strategy. Initially, a Teacher's Information Awareness Checklist (Appendix E) was given to the teachers to help determine baseline data for workshops. Upon reviewing the information gained from this date and follow-up discussions used in part to verify and/or clarify the data, the writer chose to stress certain topics and activities for use in the miniworkshops (Appendix F) which she felt to be the most beneficial and relevant to the desired outcome of increasing kindergarten teachers' awareness and knowledge of the gifted/creative/talented child and gifted education in general.

These workshops (Appendix F) dealt with creativity; various identification procedures; stressing the need to look at more than IQ enrichment activities and materials to be used; different types of characteristics; common myths about the gifted and objectives of the MWA/Gifted Program, particularly on the kindergarten level. A question and answer period and the distribution of materials such as balsa-wood shapes and design cards, similar in intent to Mr. Might, Mind and made by the writer, as well as sequence cards and activities, a shell center, etc., ended the sessions.

Teachers' comments were very positive and much appreciation was expressed for the information and materials. Questions during and after the workshops showed a real interest and concern on the part of the kindergarten teachers, and enthusiasm over working with the writer and MWA students to implement activities was expressed.

Teachers' responses for the postevaluation were compared to the preevaluation checklist. Table 2 below, is a sample comparison of randomly selected questions. These results presented reflect the information presented during the workshops. The workshop information, in turn, was decided upon as result of the Teacher Awareness Checklists.

TABLE 2

COMPARISON OF PRE AND POSTEVALUATION RESULTS

FROM TEACHER AWARENESS CHECKLIST/MINIWORKSHOP

Randomly Selected Questions*	Preevaluation'	Postevaluation''
#3	2 yes/4 no	6 yes
5	3 yes/3 no	6 yes
10	2 uncertain/4 no	6 no
13	1 yes/4 no/1 uncertain	6 no
15	6 no	6 yes
16	1 yes/5 no	6 yes
18	4 yes/2 no	6 yes
20	6 no	6 yes
21	3 yes/1 no/2 some	6 yes
22	1 yes/4 no/1 uncertain	6 no
24	2 sometimes/4 yes	3 most of the time/3 yes (2 added, "Now I can do more").
25	5 yes/1 uncertain	6 yes (2 responded, "Now they better understand some students who are divergent responders").
27	4 yes/2 uncertain	6 yes
29a	4 yes/2 no	6 yes
30	3 yes/2 no/1 uncertain	6 yes (2 responded, "Better than before").

*Sample questions presented were considered by the writer to be top priorities after assessing the Comparisons of Pre and Post-evaluations of Teacher's Awareness Checklist and questions and discussions from the Miniworkshop presentations.

'Some preevaluation answers were questioned by the writer due to questions and discussions coming from the workshops.

''The above all represented a positive understanding of the question - even the "no" responses.

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The results of the comparison showed that an increase in knowledge and/or awareness was shown to varying degrees by all of the six kindergarten teachers. Areas of either no previous or questionable knowledge had changed to increased understanding; teachers who had been unsure of differentiating between convergent and divergent thinking or using cognitive and affective behaviors in the classroom now responded positively; knowledge of a gifted curriculum and awareness of the needs of the gifted child were improved; and the use of activities such as brainstorming and boundary breakers to develop and increase skills of problem-solving, creative and divergent thinking and social processing were better understood.

Many teachers did not stick to the yes and no format and wrote in comments or questions, allowing a more thorough evaluation. In this manner, the third goal of teachers becoming more familiar with characteristics of the gifted/creative/talented child and his/her needs, and an increased knowledge of the Gifted Program was met.

Conclusions

Since the three goals were interrelated - dependent one upon the other, and the first stated goal to be resultant of the second and third goals, the writer decided to report them in the conclusion section according to the order in which they actually happened. Miniworkshops (Appendix F) provided the teachers with the opportunity to learn about characteristics of gifted students and to learn how to provide for gifted

students in the classroom (Borland & Gear in Kitano, 1982; Clark, 1983). All six kindergarten teachers became involved in the workshops and asked pertinent questions of the writer. Subsequent discussions with these teachers confirmed the data showing an increase in knowledge and/or awareness to varying degrees, for all six teachers involved. However, the best affirmation of the success of this goal, came when the writer was asked by the newly appointed kindergarten chairman to meet with the teachers again in the fall to review enrichment activity cards, related information and materials. In the fall of 1985, the writer was approached concerning a date for presentation. Only five of the six teachers were still with the school; however, three new kindergarten teachers had been hired. All eight teachers attended the fall workshop, and several of them subsequently asked the writer to help in developing programs for some of their students. Plans for referrals to MWA were also mentioned. The writer felt this was the best evidence of success resulting from the miniworkshops.

By using cross-age tutors, self-instructional materials, and interest centers, students were provided with enrichment despite an overcrowded classroom. Similarly, by providing children with a chance to interact with other students of similar abilities, one of the objectives of a pull-out program, a greater opportunity for social interaction was provided, as well as a greater chance to explore special

interest areas and develop leaderhsip abilities. Along with this, the use of MWA students as cross-age tutors provided kindergarten students with mentors. The enrichment activities used by the cross-age tutors were familiar, at least in concept, therefore providing kindergarten students with good role models.

The periodic removal of kindergarten students to work with the cross-age tutors within the MWA classroom allowed the writer the chance to observe the development of several skill areas in a variety of students at the same time. Of equal importance, it gave the writer a chance to see first-hand the positive responses of students to activities and projects taken from the set of enrichment activity cards (Appendix H) given to the kindergarten teachers for use in the classroom. By being provided with enrichment activities for their ability and interest level, potentially gifted students were given the opportunity to develop or increase appropriate skills. Using cross-age tutors or aides as monitors or facilitators allowed this to be done more easily. The positive increase in ratings of various skills, such as found on the Student Checklist (Appendix D), gave evidence to this belief.

In evaluating the success of the second goal, it is necessary to understand such variables as time, outside factors, e.g. prearranged field trips and grade level plays, individual nature and needs of the targeted students, level or original characteristics of each child, and indivi-

dual expertise and commitment of teachers involved. In reviewing all of the above factors, as well as the variety of strategies used, the writer feels the second goal, as a whole, was 100% successful. Although each child did not achieve a 100% increase in all areas, the writer believes this expectation to be an unfeasible goal under the circumstances.

The writer believes due to the success of the second and third goal, the first goal was met. By providing information through workshops and presenting teachers with the opportunity to learn about characteristics of the gifted and how to provide for them in the classroom (Clark, 1983), identification and documentation were more evident. The referral of more kindergarten students being referred before the end of the year thus became a reality.

Due to the lack of previous early referrals, the writer felt that six to ten students or an approximate 3 to 5% of the kindergarten population to be a realistic goal expectation. With seven referrals and staffing of one of these students being completed before the end of the year, the last goal was met. By dealing with teacher attitudes, identification, and curriculum as components of the solution, the three most important elements in gifted education (Gallagher, 1975), the objectives of this practicum were met.

Recommendations

The greatest obstacle encountered while implementing dealt with time. Many other school activities were scheduled for the end of the school year, causing a conflict of interest. This practicum would have been more effective if started by at least January or the beginning of the year, if possible. This also would have allowed a better opportunity for teachers and students to be involved in the use of the enrichment activities, thereby allowing the writer a better measuring tool.

Dissemination

Upon approval of this practicum, the writer intends to present a copy of enrichment activity cards to the MWA Coordinator and the PrEP Specialist. Information on targeted kindergarten students from last year has been passed on to first grade teachers and the writer has already shared results with some professional colleagues in the MWA Program. If time can be arranged, the writer would like to present a workshop for these teachers, as they have requested more information. Also, an application for presentation of this practicum at the state conference on gifted education will be submitted. Finally, the writer is considering submitting a synopsis of the report and activities to an educational magazine when the practicum is final.

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. APPENDIX A

CHECKLIST OF CHARACTERISTICS

Student Name_____ B.D._____

Creativity Characteristics

___20. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.

___21. Generates a large number of ideas or solutions to problems and questions; offers unusual unique, clever responses.

___22. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.

___23. Is a high risk taker; is adventurous and speculative.

___24. Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if ..."); manipulates ideas (i.e., changes, elaborates upon them); is often concerned with adapting, improving and modifying institutions, objects and systems.

___25. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.

___26. Shows emotional sensitivity.

___27. Is sensitive to beauty; attends to aesthetic characteristics of things.

___28. Is individualistic; does not fear being different.

___29. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.

Leadership Characteristics

___30. Carries responsibility well; can be counted on to do what he/she has promised and usually does it well.

___31. Is self-confident with children his/her own age as well as adults; seems comfortable when asked to show his/her work to the class.

___32. Seems to be well-liked by his/her classmates.

___33. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.

___34. Can express himself/herself well; has good verbal facility and is usually well-understood.

___35. Adapts readily to new situations, is flexible in thought and action and does not seem disturbed when the normal routine is changed.

___36. Seems to enjoy being around other people; is sociable.

___37. Tends to dominate others when they are around; generally directs the activity in which he is involved.

___38. Participates in most social activities connected with the school; can be counted on to be there if anyone is.

___39. Participates in athletic activities; and enjoys all sorts of games.

As evidenced by the majority of the characteristics checked above, I feel this student needs this special program for the gifted because (be specific):_____

_____

_____

_____

Teacher:_____ Date:_____

Principal:_____ Date:_____

*Adapted from the Renzulli-Hartman Scale.

White Copy Exceptional Student Education Yellow Copy: Student Services

Pink Copy: Student Cumulative Folder Gold Copy: Parent MIS 333-B (4/82)

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LEE COUNTY
"CHECKLIST OF CHARACTERISTICS OF THE GIFTED

Student Name _____ Grade _____ S.D. _____ School _____

The following statements are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative persons. Each item should be considered separately.

Please read each statement carefully and place an "x" in the space provided if the student exhibits the characteristic for a child of his/her age.

Learning Characteristics

___1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way.

___2. Possesses a large storehouse of information about a variety of topics (beyond the usual interest of youngsters his/her age).

___3. Has quick mastery and recall of factual information.

___4. Has rapid insight into cause-effect relationships.

___5. Tries to discover the how and why of things by asking many provocative questions (as distinct from information or factual questions); wants to know what makes things (or people) "tick".

___6. Has a ready grasp of underlying principles and can make valid generalizations and looks for similarities and differences in events, people, and things.

___7. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.

___8. Reads a great deal on his/her own; usually prefers beyond grade level books; does not avoid difficult material.

___9. Tries to read for information as well as pleasure; reasons things out for himself/herself; arrives at logical and common sense answer.

Motivational Characteristics

___10. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic).

___11. Is easily bored with routine tasks.

___12. Needs little external motivation to follow through in work that initially excites him/her.

___13. Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed or products.

___14. Prefers to work independently, requires little direction from teachers.

___15. Is interested in any "adult problems" such as religion, politics, sex, race, etc. - more than usual for his/her age level.

___16. Is self-assertive (sometimes even aggressive); stubborn in his/her beliefs.

___17. Prefers self-initiated tasks.

___18. Likes to organize and bring structure to things, people, and situations.

___19. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgement on events, people, and things.

White Copy: Exceptional Student Education Yellow Copy: Student Services

Pink Copy: Student Cumulative Folder Gold Copy: Parent MIS 333-A (6/82)

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APPENDIX B

ENRICHMENT STRATEGIES-PSYCHOLOGICAL REFERRAL

Psychological Referral
Lee County, Florida

7. Attendance: Circle one a few absences (1 per month) many absences (4 per month) seldom in school (10 or more per month)

General Reasons for Absences:

_____

_____

_____

8. Observations, conferences, alternatives attempted:
(See directions on page 4, items 8A-8F.)

A. Student observation #1 (by classroom teacher). Indicate date, time, setting, and specific behavior and/or academic problem observed.

_____ _____ _____ _____
date time setting specific problem being observed

_____
Teacher Signature

Date of Conference #1 _____

B. Conference #1

1) Indicate how parent was invited to attend (circle one): Phone Letter In person Home Visit

2) Method of Conference (circle one): In person Phone (conference call only)

3) Topics discussed _____

_____

4) Alternatives Developed _____

_____

_____

5) _____
Signatures of participants

C. Implementation of Alternative #1: Beginning and ending dates _____ _____
(Indicate student's response and progress) _____

_____

_____

_____

_____

_____

_____

_____
Signature of person implementing alternative

D. Student observation #2 (by someone other than teacher). Indicate date, time, setting, and specific behavior and/or academic problem observed.

_____ _____ _____ _____

date time setting specific problem being observed

_____
Observer Signature

Date of Conference #2 _____

E. Conference #2

1) Indicate how parent was invited to attend (circle one): Phone Letter In person Home Visit

2) Method of Conference (circle one): In person Phone (conference call only)

3) Topics discussed _____

4) Alternatives Developed _____

5) _____
Signatures of participants

F. Implementation of Alternative #2: Beginning and ending dates _____ _____
(Indicate student's response and progress) _____

_____
Signature of person implementing alternative

9. Special Programs Attempted:
Since an Exceptional Student Education program is considered by law a more restrictive environment, indicate the less restrictive environments listed below which have been attempted as appropriate for your grade level:

Grade		YES	NO	DATES ATTENDED	INDICATED PROGRESS
K-3	PREP (preventative)				
3-6	Compensatory Education Programs				
6-12	Basic Skills Programs				
6-12	Alternative Education				
6-12	Work Study				
K-12	Small Group Guidance at School				
K-12	Migrant				
K-12	Bilingual				
K-12	Individual therapy (school psychologist)				
K-12	MHGC, Inc.				
K-12	Repeat of grade and/or summer school program				
K-12	Other				

10. Statement of suspected need for special program: _____

_____
Teacher

_____
Principal

APPENDIX C

SURVEY OF NEEDS ASSESSMENT

SURVEY OF NEEDS ASSESSMENT

Enrichment Materials for "Potentially Gifted"*Kindergarten Children

Compilation - Six Teachers

		YES	NO
1.	I have referred students for MWA. If yes, how many? 2	X	
2.	I have/have not referred students for MWA, but still feel I may have some "potentially gifted" students. 4	X	
3.	I have students in Getting Ready to Read. If yes, how many? Approximately 20 per class.	X	
4.	Will any your students be ready to begin Bears within the next two months? If yes, how many? Approximately 5 per class.	X	
5.	I already have students reading independently.	X	
6.	I have students on the Developmental level in math. If yes, how many? Approx. 20/class.	X	
7.	Parents of some students have asked about enrichment materials. All teachers.	X	
8.	Parents of some students have requested testing for MWA. 2 teachers out of 6	X	
9.	I would like enrichment material (in all areas) for my "potentially gifted" students.	X	
10.	I would like some help with initially implementing this enrichment material.	X	
11.	I would allow MWA students (with teacher guidance) to work with targeted children on enrichment activities.	X	

*Potentially gifted - Bright, above average, creative leadership qualities, curious, large vocabulary, etc. (All or some of these).

APPENDIX D

STUDENT CHECKLIST EVALUATION

STUDENT CHECKLIST EVALUATION

Adaptation of the Summary of Ratings from the Evaluation Guide for Teacher Identification of Gifted Students - Pre/ Post Evaluation of Targeted Student

Directions: Please place a check in the column that best describes the child at this time.

	NEVER	SELDOM	SOME-TIMES	MOST OF THE TIME	ALWAYS
1. Learns rapidly					
2. Academically advanced					
3. Shows a strong interest in one particular area (not necessarily academic) Example: collecting things, making puppets, math experiments)					
4. Is alert					
5. Is impatient with drill					
6. Good memory (repeats rhymes, jingles, reminds teacher or others)					
7. Comes up with original or unusual ideas					
8. Can think clearly					
9. Asks many questions/active listener					
10. Likes to create					
11. Expresses ideas and opinions					
12. Has broad knowledge					
13. Fairly advanced spatial ability (puzzles, organize or perceive objects; notices changes or differences)					
14. Is an organizer					
15. Communicates well with adults					

	NEVER	SELDOM	SOMETIMES	MOST OF THE TIME	ALWAYS
16. Has a large vocabulary					
17. Is independent (self-starter/ self-directed)					
18. Uses logical reasoning					
19. Excels and gravitates toward one academic area					
20. Shows much interest in books (not necessarily reading)					
21. Has many hobbies (music, dance, crafts)					
22. Shows imagination					
23. Is a behavior problem					
24. Is not always courteous					
25. Sometimes seems shy					
26. Displays a sense of humor					
27. Is willing to take risks					
28. Recognizes relationships					
29. Can concentrate					
30. Ignores small details					
31. Is not distracted by disorder					
32. Is persistent					
33. Is eesentially happy					
34. Is sensitive to others					
35. Has problems with peers					
36. Has a wide range of interests					
37. Has original ideas					
38. Has a high energy output					
39. Displays intellectual curiosity					
40. Likes to be alone sometimes					

APPENDIX E

TEACHER'S INFORMATION AWARENESS CHECKLIST

TEACHER'S INFORMATION
AWARENESS CHECKLIST

NAME _____ DATE _____

The following questions pertain to important persons, concept, materials and your feelings about innovation and creativity in your classroom. Please check under yes or no.

	YES	NO
1. Do you know about the technique of role playing?	—	—
2. Are you familiar with the Lee County program goals and objectives for gifted education?	—	—
3. Do you know the strategies for brain-storming, boundary breaking, simulations?	—	—
4. Have you ever worked a mind bender?	—	—
5. I know what divergent thinking consists of.	—	—
6. Being gifted means you must have an I. Q. of 140 or better.	—	—
7. A creative person does not belong in the gifted program.	—	—
8. Gifted children will make it on their own.	—	—
9. A gifted child does well in school.	—	—
10. You are born with your I. Q., and it can't be changed.	—	—
11. Gifted children don't have any social-emotional problems.	—	—
12. Gifted children have good self-esteem.	—	—
13. I think behavior problems should not be referred for MWA.	—	—

		YES	NO
14.	I. Q. test measures innate ability.	—	—
15.	I have used or know about the Torrance Test of Flexibility.	—	—
16.	Have you heard of or do you know anything about Guillford's Structure of the Intellect model?	—	—
17.	Do you know what traits characterize the highly gifted child?	—	—
18.	Do you know of or use problem solving activities in your classroom?	—	—
19.	Do you know of or use sensory awareness activities in your classroom?	—	—
20.	Do you know Williams' model for implementing cognitive-affective behaviors in the classroom?	—	—
21.	Do you know the traits that characterize the highly creative child?	—	—
22.	I feel I. Q. is the most important criteria for a gifted program.	—	—
23.	Students must learn computation before problem-solving?	—	—
24.	Do you feel you teach creatively?	—	—
25.	Would you like your students to think and answer divergently?	—	—
26.	Do you know of or can you define critical thinking?	—	—
27.	Are there differences between elaborative and original behaviors among pupils?	—	—
28.	Do you think hypothesizing and synthesizing are higher mental processes than analyzing and inferring?	—	—
29. a	Can you define the differences between divergent and convergent thinking?	—	—
b	Do you know the learning characteristics of gifted children?	—	—
30.	Do you know what qualities a teacher of children who are gifted should possess and are you aware of the different modes of classroom operation?	—	—

	YES	NO
31. Do you know the procedure and implications of the Individualized Educational Plan (IEP)?	—	—
32. Do you think that individualizing instruction means children working alone?	—	—
33. Do you feel that in a science class a student can be taught to develop creativity in the same way as art class?	—	—
34. Do you know how to design a curriculum which is qualitatively differentiated and of value to the gifted?	—	—
35. Do you want to significantly increase the numbers of strategies being used in your classroom to help gifted children learn?	—	—

OPEN END -- Please finish

- A gifted child _____

- Activities (curriculum) for gifted students in MWA _____

_____

APPENDIX F

MINI-WORKSHOPS FOR TEACHERS

MINI-WORKSHOPS

Previous to the workshops, the TEACHER'S INFORMATION AWARENESS CHECKLIST (Appendix G) was distributed to each of the kindergarten teachers as a pre-self-evaluation. A packet of handouts was given to the teachers at the beginning of Session One. The information in these packets was reviewed, but it was up to the teacher to go over them more thoroughly if she/he felt the need, since the information was considered more of a self-evaluative tool.

Session One: (35 minutes)

A. Activity - This was an adaptation of the Torrance Test of Creativity. Triangles and circles were used for an exercise in fluency and elaboration (5 minutes).

B. Brainstorming Activity - This activity was meant to help teachers understand the importance of fluency and flexibility (5 minutes).

C. The creative process was reviewed using the previous activities. Williams Model (handout) was then discussed as per application in the classroom - the importance of using cognitive and affective domains in teaching (10 minutes).

D. Knowledge of gifted children - This section reviewed characteristics of gifted children; identification procedures, including I. Q. and other tests, federal guidelines and myths (handouts), and the STUDENT CHECKLIST EVALUATION (Appendix F) was explained (15-20 minutes).

A sample I. E. P. and an overview of the curriculum were displayed for anyone wishing information.

Session Two: (30-45 minutes)

A. Activity - This consisted of a simulation exercise (5 minutes).

B. Activity - This activity developed problem solving and ended in a project to be judged using the creative process (5 minutes).

C. Activity - Each teacher was asked to design an article which could be used to solve a problem they have encountered (5 minutes).

D. Bloom's taxonomy and Renzulli's Triad were discussed (handouts) (5 minutes).

E. Discussion of SELECTED ENRICHMENT ACTIVITIES (Appendix E) were discussed (10 minutes). A schedule for the use of M. W. A. students as tutors and the removal of targeted students was worked out with each teacher at individual conferences.

F. Question and Answer Session (5-10 minutes) - This was a time for teachers to ask questions about the program.

G. Selected Materials - Teacher-made puzzles, tangrams, sequence cards, shells, books and a few other hands-on items were given to each teacher at this time and usage discussed (10 minutes).

Mini-Workshop Handouts

Myths and Realities of the Gifted and Talented

Characteristics of Gifted/Talented Children

- Behavioral
- Learning
- Personal

Enrichment Activities

Topics of Interest

Suggested Interest Centers

Suggested Activities of Enrichment categorized under areas of Social Process, Critical, Appreciation, Research, Creative Expression and Scientific Approach

Skills and objectives for MWA/Gifted Program at kindergarten level

Williams Model - cognitive/affective approach

Checklist of characteristics - Lee County School System

Student Checklist Evaluation

APPENDIX G

SELECTED ENRICHMENT ACTIVITIES

OVERVIEW OF TENTATIVE ENRICHMENT ACTIVITIES

The activities used fell under five skill areas used presently as part of the MWA/Gifted Program.

Systematic Thinking Skills

1. Skills of observing and identifying measuring tools
2. Skills of classifying and using measuring tools

Creative Expression (Fluency, Flexibility, Originality and Elaboration)

1. Knowledge of artistic forms
2. Application of artistic forms
3. Creating artistic forms

Research Skills

1. Alphabetizing letters
2. Utilizing media equipment
3. Familiarity with library and reference materials

Critical Thinking

1. Skills of differentiation and perception
2. Skills of analysis and synthesis

Social Interaction Skills

1. Awareness of self and others
2. Acceptance and respect for self/others
3. Positive attitude toward learning
4. Skills of valuing

These then became the objectives for the individual enrichment cards covering each skill.

SAMPLE OF TENTATIVE SUGGESTED ACTIVITIES FOR ENRICHMENT

SOCIAL PROCESS

- Collages of self
- Sketchbook of ideas
- Storybook of feelings
- Boundary Breakers

CRITICAL APPRECIATION

- Choose a hero/super hero
- Similarities/Differences
- Tangrams
- Block patterns
- Puzzles
- Mazes
- Problem solving
- Math activities
- Shapes/Hidden pictures

RESEARCH

- Sequence alphabet
- Familiar with areas of library
- Use of dictionary, encyclopedias
- Reason for card catalog

CREATIVE EXPRESSION

- Activities for fluency, flexibility and elaboration
- Make hand puppets
- General art activities
- Develop a story for puppet
- Act out nursery rhyme/fairy tale
- Make up a song
- Tape a story - make and illustrate a book with help
- Pantomimes
- Poems - Shel Silverstein/Caldecott Books

SCIENTIFIC APPROACH

Follow oral recipe using measuring instruments
Use rulers to measure string, paper
Use of senses - observations
Classify - collection hunts
Magnifying glass
Microscope
Volume

SUGGESTED TOPICS OF INTEREST FOR ENRICHMENT ACTIVITIES

Animals
Insects
Light - rainbows and shadows
Machines, magnets and tools
Moon
Space
Time and seasons
Weather
Water: Evaporation, floating, melting
Five Senses
Nutrition, plants and insects
Kitchen Chemistry
Horses
Dolphins
Koalas and Pandas
Dinosaurs
Reptiles
Super Heroes
Rocks/Shells
Self

(Adapted from Sebesta, Kersh and Wyman, 1984)

SUGGESTED ENRICHMENT INTEREST CENTERS

Reading Area	An abundance of colorful books such as: Caldecott Award books (Gambrell and Sokolski, 1983) for science and math, language arts, art and social studies curriculum (Sebesta, 1984) and children's magazines.
Art Center	A collection of art materials including markers, paper, crayons, glue, poster board, colored pencils, scissors, rulers, magazines and "good junk," for students to create. Periodically, provide objects such as marshmallow and toothpicks, tongue depressors, boxes, wallpaper books, etc. (an easel if possible).
Science Center	Magnets, magnifying glasses, iron fillings, activity cards, some with tapes for self-directed activities.
Math/Visual Perceptual Center	Tangrams, puzzles and think blocks, calculators (if possible) cuisennaire rods, basket full of catalogs, problem cards, cash register, odds and ends to set up a shop.
Audiovisual Center	Tape recorder, typewriter, record player, filmstrip projector.
Construction Center	Legos, building blocks, scrap material to build with, cardboard.
Drama Center	Where stories can be told, pantomimes, and role play.

APPENDIX H

COLOR-CODED ENRICHMENT

ACTIVITY CARDS

Creative Expression

Imagination Express

Using craft items: shells, yarn, tongue depressors, wood, straw flowers, construction or tissue paper, clay, etc.

Create a picture

OR

Design any project desired (Try to let the student come up with the idea.) If they can't, offer suggestions only.

Skill(s): 1. Knowledge of artistic forms.
2. Application of artistic forms.

Creative Expression

Hippopotamus Delight

Listen to Shel Silverstein's Where the Sidewalk Ends - Hippopotamus Sandwich -

Child makes up own recipe for a Hippo Sandwich or Taco Ice Cream . . . Shel Silverstein is a delight to the imagination.

Skill(s): 1. Creating artistic forms
2. Application of artistic forms.

Creative Expression

Pantomime (Free to Be)

Student will act out:

Popcorn popping, spider spinning web, bear sleeping, little old man/lady crossing the street, a flower just starting to open, your parent/teacher, a baby learning to walk/crawl.

Skill(s): 1. Creating artistic form
2. Fluency/Flexibility

Creative Expression

Expression Language

(Put on a tape recorder)

Brainstorm - Think of all the "Winter Words" you can - snow, ice skating, icy, white, fluffy (snow) . . .

Make a song about a snowy (or winter) day and children wanting to play.

Use for other seasons, etc.

Skill(s): 1. Using media equipment.
2. Application/Creating of artistic forms.

Creative Expression

Strange Animal Alphabet Book

The student makes up an animal (can combine parts of many) for each letter of the alphabet.

Dictates to cross-age tutor (MWA student): Name (made up of a new animal (use combination of other animals, where it lives, what it eats.

Student then draws and colors pictures to match. (One or two a day).

Skill(s): 1. Creating an artisitc form.

Creative Expression

Design

Needed: Variety of materials

A new label for jeans, a necklace for a polar bear, a new suit for a penguin, a menu for (Caloosa) cafeteria, a new cereal and box, a hat (funny or pretty), a china plate, a new desk, a new room.

Skill(s): 1. Knowledge of artistic forms.
2. Application of artistic forms.
3. Creating artistic forms.

Creative Expression

Television Land

Make up a story or retell one that has been heard.

A television using a shoebox or other small box can be used to depict pictures and/or words can be written, too, with the help of a cross-age tutor, to retell the story. Share with class.

Need: small box, dowel or paper towel rolls, paper

Skill(s): 1. Creating artistic forms.

Creative Expression

Doodles (creativity: elaborating fluency, originality

Give student a paper filled with doodles or circles and let him/her decorate - make pictures or group into a single big picture.

Skill(s): 1. Knowledge of artistic forms.
2. Application of artistic forms.

Creative Expression

Fluffy Imaginings

Look at the clouds - draw all the things the clouds look like to you.

Skill(s): 1. Creating artistic forms.
2. Application of artistic forms.

Creative Expression

My Friendly Puppet

Make up a puppet and a story to accomapny (optional) or a pantomime with puppet.

Need: Tongue depressors, paper plates, markers, fabric scraps, yarn, odds and ends.

Skill(s): 1. Knowledge of artistic forms.
2. Application of artistic forms.
3. Creating artistic forms.

Creative Expression

Picture (Rebus) Story

Student will: Make up a story using only pictures at first - cut out or drawn. Present to class.

Extension: Let child use own name and friend(s) name, and later sight words (or words written on card with a picture - flash cards.

OR

Let others in the group make inferences of what the story is . . .

Skill(s): 1. Creating an artistic form.

Creative Expression

Prehistoric Imaginings

Dinosaur "Little Thinkers" (blank) booklet and tape. Listen to story - use imagination to create scenes of what happened.

(Tape with Dinosaur Unit)
(See chairman of grade level)

Skill(s): 1. Creating artistic forms.
2. Application of artistic forms.

Creative Expression

General Art Center

Materials for "Free Creating" (When work is done - instead of another more structured center - etc.

Materials to Create, design, paint, make anything . . .

Suggestions: Claydough, paint, drawing paper, tongue depressors, construction paper, markers, straws

Skill(s): 1. Knowledge of artistic forms.
2. Application of artistic forms.
3. Creating artistic forms.

Creative Expression

Story in the Round

Teacher starts a story. Each student adds on to the story. Teacher ends story at first, then lets a student after that.

Stress: descriptive words, plot, sequence. When the students are allowed to do the ending, choose the student before starting who will end the story.

Skill(s): 1. Synthesis (C.A.)
2. Creating an artistic form

Creative Expression

Fairy Tale Playacting

Let child act out favorite story or fairytale. (can be a pantomime). A cross-age tutor could help.

Can make a flannel board story from it.

Skill(s): 1. Creating artistic forms.
2. Application of artistic forms.

Creative Expression

Design: Magic Word
(Done with aide or parent volunteer)

For Class Bulletin Board

Insect: think up as many words as you can about insects - fuzzy, black, round, six-legs, etc.

Bears: big, brown, cuddly, dancing, furry . . .

Can stem from one or more of descriptive words.

Skill(s): 1. Knowledge of artistic forms.
2. Application of artistic forms.
3. Creating artistic forms.

Creative Expression

Symmetry Pictures

(Cross-age tutors can be used).

Directions to Teacher:

Talk about parts of the body being symmetrical . . . place- of eyes, ears, arms, etc. What symmetry means.

Activity: Place small amount of various color paints into the center of a folded piece of paper. Gently fold and smooth (don't rub) paper. (Watch ends for paint run out). Let student open and note symmetry. Let these students show and explain to class.

Skill(s):
1. Knowledge of artistic forms.
2. Application of artistic forms.
3. Creating artistic forms.

Creative Expression

Rubbings - Make a texture rub picture

Need: white glue, paper, soft pencil, scissors

1. Put a sheet of paper over what you want to rub. Make rubbings of as many different things as you can: pins, feathers, screen, leaves, sandpaper, combs . . .

2. Cut the rubbings into shapes and glue onto other sheet of paper to make a design.

Skill(s):
1. Knowledge of artistic forms.
2. Application of artistic forms.
3. Creating artistic forms.

Critical Appreciation

Which Way/Directions

Student is given a small map of part of the school - room, play area, office, library, cafeteria.

Using a miniature doll (or the like), student will explain how to get to different areas of the school.

Alternate: A map of the room could be made. Later in the year, the student can make his/her own map. Then hide a "treasure." Give directions to another student and see if it can be found.

(Prize could be given).

Skill(s): Synthesis/Analysis

Critical Appreciation

Puzzles

Student will be given a large picture. Student will cut into shapes and try to reassemble.

Then . . . exchange puzzle(s) with a friend for assembling.

Skill(s): Perception/Differentiation

Critical Appreciation

School Happenings

Students will make puppets of the teacher and students (Principal, guidance counselor, etc. could be added). Students will act out what happens during the day.

Skill(s): Synthesis/Analysis

Critical Appreciation

Rhyme Me

Learner chooses a nursery rhyme. (He/she will dress up like the nursery rhyme character - optional).

Learner will present character to the class.

Tell things character is famous for. (My character fell off a wall; he was white and cracked . . . My character had too many children and needed laces for her house . . .)

Other children try to guess the nursery rhyme.

Alternate: Can be done as 20 questions game.

Hint: An older student might help make costumes or think out clues.

Skill(s): Synthesis/Analysis

Critical Appreciation

School Environment/Schedule

With two or three learners, a painting/drawing of a mural showing what you (the student) do during the day at school. (An older student may facilitate OR use events of a field trip.

Note: Sequence of events is important.

Skill(s): Synthesis/Analysis

Critical Appreciation

Zoo Animals/Farm Animals
(clay modeling)

After studying about animals:

1. Student should choose one animal (farm or zoo). With a helper, he/she should learn a little more where it lives, what it eats, mammal, bird, insect.

2. Student will use clay and closely duplicate the animal (older student may help).

3. Student should present animal and discuss with others.

4. Student(s) should then set up their own zoo or farm - trees, barns, cages, shoeboxes, could be used - can be added for a more realistic, scenic effect.

Skill(s): Synthesis

Critical Appreciation

One-Two-Three

Student will choose something he/she likes to do and will explain step by step how to do it (make it). (Students can be sent room to room - peer tutors).

OR

Something students have learned from an older student.

Skill(s): Analysis/Differentiate/ Sequence

Critical Appreciation

Brainstorming (Use cross-age tutors as facilitators)

- All the things you can do with a clothespin
- What can you use a shoe for? (bed for Barbie, house for a mouse . . .)
- How many things can a bracelet be used for?
- Pretend you are a caterpillar. How many ways can you get up a hill?
- How many things can you do with a potato?
- Name as many things that you can that are circular.
- If you don't have a key, how can you get into a locked box?
- If you were a caterpillar, what would you say to someone?
- How many names can you think of with the word bird in it?
- How many types of flowers can you name?
- Think of everything a sign can be used for.

Skill(s): Differentiation and perception.

Analysis and synthesis.

Critical Appreciation

Brainstorm/Problem Solving:
Like/Different

Each student names two things (own choice) and:

- tells how they are alike . .
- tells how they are different

(Facilitator records and posts and/or reads to the rest of the group the responses)

OR

Facilitator selects several things and lets students note similarities and differences.

How are a fish and submarine alike? Different?

How are a banana and a lemon alike? Different?

Problem Solve:

1. How would you weigh an elephant?
2. Invent a fun machine.
3. How could you get an egg on a table without using your hands?

Skill(s): Differentiation and Perception

Critical Appreciation

Sequence

Use sequence cards or taskmasters (provided):
OR
Listen to a story read by facilitator (or on tape recorder) and

Draw pictures to show what happened in proper order.

Skill(s): Differentiation and perception
Analysis/synthesis

Critical Appreciation

Brainstorming Directions/
Problem Solving

Take all answers. Don't evaluate or criticize. The idea is to come up with as many answers as possible within a given time. (sometimes the zanier, the better. You can always refine and evaluate later).

Extension: Pick 5-10 best answers as a group.

Problem-Solving.

Skill(s): Differentiation/
Perception
Analysis/Synthesis - More involved problem
Creativity - fluency, flexibility, originality, elaboration.
Creating an artistic form (more involved problem) C.E.

Critical Appreciation

Feel (Touch) and See

Sugar, sand, salt, pepper

- Students feel each carefully - closely observe.

- list all similarities

- list all differences

Teacher, aide or a cross-age tutor will record the responses.

Skill(s): Differentiation/
perception

Critical Appreciation

"Super Friend"

- Student will choose someone he/she thinks is "super." (Can be from past or present).
- Student explains any difference between himself/herself and the "super" person.
- Draw a picture and introduce this person to the class.

Note: 1. How did this person become "super."
2. What super thing does the person do?

Skill(s): Differentiation/perception
Analysis

Critical Appreciation

Weather/Season Changes

- Design doll and clothes for each season. (May add sunglasses, umbrellas, etc.
- Dress for the doll should be changed according to weather/season.

(Goes along with S. A./ Calendar - change of weather).

Skill(s): Differentiation
Analysis

Critical Appreciation

Role Play

- Student(s) will listen to a fairy tale/fable
- A puppet will be made for all or selected characters in the story
- Student will retell story in proper order

Talk about - "Problems encountered, how the characters probably felt, and how problems were solved.

Skill(s): Analysis/Synthesis

Critical Appreciation

Mr. Mighty Mind

- Facilitator will select some patterns from Mr. Mighty mind set made by MWA teacher.
- Learner must correctly duplicate

Aide/older student facilitator may give assistance or check responses.

Skill(s): Perception/Differentiation
Analysis/Synthesis

Social Processing

Boundary Breakers

(Sit in circle. Teacher, aide or an older student (MWA used as a cross-age tutor) poses open-ended sentences. Each child takes turns sharing his/her thoughts. No one may interrupt anyone else. Try not to repeat another child's answer. If a child cannot complete the thought he/she may "pass" until everyone else answers. Then he/she must answer.

Skill(s): 1. Awareness and acceptance of self/others.

2. Valuing

Social Processing

Interest Area (Know Thyself)

- Go to the library (with a cross-age tutor). Select an area of interest. Tutor will read with him/her. Student will discuss with the class what was learned or tape what was learned - can be used as a Learning Center for others.

- Student will then complete a project/visual to accompany a student-made book, diorama, clay model, mobile . . .

Skill(s): Positive Attitude toward learning

Valuing

Utilizing media equipment (R.M.)

Social Processing

My World

- Design your own country (classroom, bedroom)

- Make up your own rules (can draw pictures to show them).

- Design an official stamp to send to friends - it should "tell" about your country/room.

- Color and hang over desk/table.

Skill(s): 1. Awareness of self
2. Acceptance and respect of self/others
3. Valuing
4. Positive attitude toward learning

Social Processing

Julie's Sketchbook

- Assemble 11 (or more pages to make a sketchbook.

- A learner draws a self-portrait on front cover.

- Each day learner draws/colors in book.

- Student may draw anything he/she likes.

Ideas: Things that they liked during the day, OR objects: their hand, favorite animal, their house, flower.

Skill(s): Awareness, acceptance of self/others

Positive attitude toward learning.

Social Processing

Puppet Family

- Make puppets of your family and have them tell what they can do - jobs at home, work or hobbies.

- Share with your friends

Alternative:

Make a diorama of jobs done at school - by teacher, students, etc.

Skill(s): Awareness, acceptance, and respect of self/ others.

Positive attitude toward learning

Valuing

Social Processing

Welcome to My Room

- Make a poster showing what's great in your class.

Hint: Like a circus or travel poster - lots of pictures.

- Show reasons why people would like to join you.

Skill(s): 1. Awareness, acceptance of self/others.

2. Positive attitude toward learning.

Social Processing

Understanding Others/Interviews

- Pretend you are a newspaper reporter . . .

1. Make a news hat
2. With a facilitator/ teacher think of some questions to ask the principal, guidance counselor, your teacher. *Always introduce yourself.
3. Tape the interview, if desired . . .
4. Present your information to the class.
5. Can play for class
6. Student can sum up and present an an "on the spot" reporter. (This is _____ reporting).
7. Mystery person may come in to be introduced . .

The whole process may be videotaped like a "news" flash.

Possible questions:

- What is your job? What do you do?
- Who helps you? Who do you help?
- Why did you become a _____?
- What is the best part of your job?

Skill(s): Awareness, acceptance and respect for others.

Valuing
Positive attitude toward learning

Utilizing media equipment.

Social Processing

Boundary Breaker Ideas

- Some things that make me happy, mad, sad
- I want to be . . .
- I like myself because . . .
- I'm happiest when . . .
- Something I'm really good at is . . .
- I like to hear stories about . . .
- If I had 3 wishes, I would . . .
- Here is a magic box . . . what one thing would you take out . . .

OR

What one thing would you put in (get rid of) . . .

- What one place would you like to visit . . .
- Who (or what) would you take to the moon with you (3-5 only)
- What would you do if someone hit you . . .
- What would you do if your best friend were mean to you . . .
- People like me because . . .
- If I were President, teacher, my mom (dad) . . . I would . . .
- I want my friends to be (how they act) . . .
- What animal do you want to be and why . . .

Skill(s): Awareness, acceptance, and respect of self/others.

Valuing

Social Processing

Self-Portrait

Make an All About Me book. (example given).

Skill(s): Awareness, respect and acceptance of self.

Social Processing

If I Were . . .

Draw all the things you would do if you were . . .

- your brother/sister
- your mother

OR

- the principal
- your father
- your teacher
- your friend
- a caterpillar

Share with others

Skill(s): Awareness, acceptance and respect for self/ others

Positive attitude toward learning

Valuing

Social Processing

Feelings

(Cut out or draw pictures)

Make a picture collage of things that make you happy, sad or mad -- share (optional)

OR

Find pictures of things that might make your friend happy, sad, mad . . . share (optional)

Skill(s): Awareness of self and others
Acceptance and respect of self and others
Valuing

Social Processing

Traces of Me

1. Facilitator or another student traces shape of learner (make 2)
2. Learner cuts out shapes. (Help may be given by a facilitator).
3. Learner designs front to resemble himself/herself.
4. Partly assemble - tape, glue, or staple.
5. Start stuffing with newspaper.
6. Finish stapling . . . to close.
7. Cut out pictures from magazine that tell about self and glue on back of shape of self.

Skill(s): Awareness of self
Acceptance and respect of self
Valuing

Research Methods

Card Catalog (Class Library)

Teacher selects an interest area (unit) to be covered. With the help of an older student(s), learner(s) selects approximately 10 books on topic. Check out for teacher and bring back to use as a Class Library for topic (unit).

Skill(s): Familiarity with library and reference materials.

Research Methods

Card Catalog - Topic Exposure

- With the aid of an older student or aide, find topic(s) of interest
- Write word on an index card/ paper - "Dog/Dog"
- Student is shown (briefly) how to look up topic . .
- Locate book in the library using Call Number (helper briefly explains - exposure only
- Student and helper read and discuss book. Student shares.

Skill(s): Familiarity of library.

Research Methods

Name Alphabet

- Put names of 5 or 6 children on index cards. (Use names of students in room).
- Circle first letter in red.
- Student alphabetizes names by first letter
- Let student line these students up in order using cards (Aide or older student may check).

Skill(s): Alphabetizing

Research Methods

Alphabet Sequence

Sequence letters of alphabet. Use letters on index cards or blocks with letters.

Skill(s): Alphabetizing letters.

Research Methods

Guess Who: (Biography)

- Listen to story of Christopher Columbus (on tape) - Draw a picture and make a book OR draw picture. (Can write with help of cross-age tutor) AND make a television.

Extension: Learner goes to library with an older student to locate a book on someone they want to know more about. Example: George Washington, Florence Nightingale.

Read part of the book with a helper. Discuss with helper and share with class. Make a diorama or a paper doll of the famous person.

Extension: This could be done in accordance with famous person's birthday. Student may tell Mrs. Santini (or over P.A.) about famous person. Helper could accompany a tape or video-tape could be made.

Skill(s): Familiarity with library and reference.

Utilize media equipment and materials.

Research Methods

Rainbow Colors

Use of library (exposure)

- Write color word (ex. "blue/Blue" and mark color on the card.
- Learner with assistance finds a book (or books) with color word in the title. (Ex. "green" - Green Eggs and Ham).
- Student brings back to room and shares with others. Explain where the book was found in the library.

Hint: Start with the "Easy" section, if one is available.

Skill(s): Familiarity with the library.

Research Methods

Library Discovery (Caldecott)

Student(s) finds several Caldecott picture books (with helper). Checks out and brings back to room for exploration.

Several students share "reading" of these books. The best part(s) can be drawn by several students and displayed as an ad or book jacket.

OR

a group mural of many scenes.

Skill(s): Familiarity with library and reference materials.

Research Methods

Dig In (Fact/Fantasy)

Choose a topic learner wishes to learn about. (Could come from recently studied unit, e.g. . . .

Unit on animals - choose an animal, find a book in the library (or class library, read (with helper), make a list of Facts (about 5) about the animal. Then make up (5) things not true.

Make a small bulletin board (can be done on a box) with Facts about the "Animal(s) of Choice."

Discuss information with whole class - students responsible may want to lead.

Extension: Make up a "game box" with Facts and Fantasies Opinions. Students pull slips out of box and tell teacher whether Fact OR . . .

A filmstrip or audio/visual might be made with the help of a "trained cross-age tutor."

Skill(s): Familiarity with library reference materials

Utilizing media equipment.

Research Methods

Magazine Fair

(To stretch resources available - where to look)

- Go to the library
- Look in magazines for pictures/articles on a topic of interest
- Bring back to share
- If it's an old magazine student might be able to cut out pictures for a mobile

Skill(s): Familiarity with library and reference materials.

Research Methods

Mr./Ms. Expert

- Find someone knowledgeable in a certain area (Ex. - Mrs. Boudin - clogging)
- Learner will discuss topic with the "Expert" and present information to the class.
- If Polaroid is available - a picture of "Experts" could be taken and a small board/booklet of "Experts Available" could be made.

Skill(s): Familiarity with reference material - expert in the field (Human Resource)
and
Utilizing media equipment

Research Methods

Sequence Sheets - Alphabet

Cut and paste exercises using alphabet. (Provided)

Skill(s): Alphabetizing letters

Research Methods

Library Tour

- With a helper, learner goes to the library.
- Helper conducts a tour around the library - briefly pointing out CARD CATALOG, FICTION/NON-FICTION, (DEWEY DECIMAL), ENCYCLOPEDIAS, ATLAS, MAGAZINES and gives a brief explanation of each area.

Skill(s): Familiarity with library and reference materials.

Scientific Approach
(Systematic Thinking)

Weather To Be

Student makes symbols for different weather/seasons:

Student hypothesizes on weather to come (season). Teacher posts a blank "Calendar of the Month" - child posts symbol.

Student checks weather - corrects symbol if needed.

End of the month - count and graph observations.

Keep count of how many guesses were correct. (Could have a container where incorrect hypothesis are kept).

Extension: Weather report for year.

Skill(s): Observing/Identifying
Classifying
Probability
Use of a Measuring Tool
(Graphing)

Scientific Approach

Skywatch

(With someone)
Students go outside . . .

Tell students to draw five things he/she sees in the sky -

*Can be an extension for some children after playground, field trips - nature walk.

Skill(s): Observation

Scientific Approach

What I See

Draw five things you see in the water . . .

Draw five things you see in the air . . .

Draw five things you see on land . . .

(Can look at pictures or environment)

Skill(s): Observation
Classification

Scientific Approach

Lengthy Topics

Cut strips of yarn - attach a sign - 1", 2", etc.

Have children measure all things 1", 2", etc. Teacher can select items: buttons, pencil, rulers, erasers, chalk, etc.) Put all 1" items together. Put 2" items together.

OR

Student draws picture of all 1" etc. items and places in a special place on the wall.

Later - Alternative: a ruler can be used.

Skill(s): Observation
Classification
Use of measurement tools

Scientific Approach

Habitats

After studying about several animals, let students match animals to environment.

Desert Jungle Ocean
Freshwater Pond
Forest

To Teacher:

Provide pictures of each habitat. Let children cut out pictures from Ranger Rick/National Geographic to match. (Library has these).

Extension: Food chain

Skill(s): Identification
Observation
Classification

Scientific Approach

Travel - Classification

Brainstorm methods of traveling (okay to be crazy).

- Student cuts out pictures (or draws) and decorate sides of a box with (ways) methods of travel.
- Separate Land/Sea/Air
- Decorate 4th side with things you might take with you - clothes, suitcases, etc.

Skill(s): Classification

Scientific Approach

Animals

Cut out or draw . . .

Five animals that live on a farm

Five animals you might find in a zoo

Skill(s): Classification

Scientific Approach

Measurement or Sizing Up

Draw own hand, foot, thumb, ear . . .
Measure using ruler. Mark on drawing.
Do the same for other students. Compare - List names of those who are the same (or give a range).

(Cross-age tutor can help).

Skill(s): Using measuring tools

Scientific Approach

Common Characteristics Game

Teacher ask some children to stand, some to sit . . .

Selected students figure out why children are standing.

- All have blue on
- Only girls with ribbons
- Only children with glasses

Alternative: Separate pictures or objects - Pile A/ Pile B/ why things in Pile A.

Skill(s): Observation
Differentiation
Analysis

Scientific Approach

Scrapbook of Fabrics or TOUCH ME

Student(s) makes up a book of several types of fabric, etc.

rough fuzzy stretchy
smooth squishy

Extension: Make banner or flag using many different shapes/designs.

Skill(s): Observations
Classification
Identification

Scientific Approach

Scavenger Hunt

Teacher:

(With parent/aide) Send children on a scavenger hunt.

Directions to Student:

Separate all things that are or were once alive/ things that never lived.

Skill(s): Classification

Scientific Approach

Mystery Animal

Let student(s)
Put up clues about a common or well-known animal.

Let rest of the class guess what animal it is . . .

Extension - Mammal, Insect, etc.

*A reward for best detective can be offered.

Skill(s): Identification
Observation
Classification
Formulate hypothesis
Draw Conclusion

Scientific Approach

Volume

To Teacher:

Student will be given a measuring cup and a marked place on the cup.

Given several sizes and shapes of containers

Activity: Children experiment with water, flour, etc. and draw conclusion about sizes and shapes in relationship to volume.

Skill(s): Identification
Observation
Classification
Use of measuring tools

Scientific Approach

Hunt (Own room, teammates room, etc. can be used)

Characteristics

Find everything that is blue in the room. Place in a bag marked with a blue X. (If you can pick it up) or draw a picture of item and place in bag.

Find everything that is red and so on . . .

Graph - student count items in each bag. Teacher aide or older student - graph by color.

Skill(s): Observation
Classification

Scientific Approach

Magnetism/Flotation

Experiment: magnets, various items

Steps:

1. Hypothesize what items will be attraced.
2. Test hypothesis - try to decide why some things are not magnetic attracted.
3. Classify - properties for attractions/ properties that don't attract

Alternative:

Same steps but do for flotation.

Skill(s): Identification
tools
Observation
Hypothesize
Conclusion
Classification
Critical Thinking
Skills

Scientific Approach

Air/Gravity/Pressure

Pressure (cross-age tutor or other facilitator)

Experiment: Blow water through straws. Discuss pressure causing bubbles--displacement.

Hypothesize - Balloons blown up - drop with other items, which falls first?

Test - Drop and find out.

Skill(s): Observation
Classification
Creating artistic form

Scientific Approach/
Creative Expression

Insects/Mammals

(Cross-age tutor)
(Tape Center)

Look for the:

1. Difference between insects/bugs

Extension: (Social/non-social insects)

2. Difference mammals/animals

Teacher discusses with student:

C.E./S.A. Stages of metamorphosis - egg, larva caterpillar.

Extension: Cocoon (Chrysalis) butterfly - After discussing, student does stages in clay. Choose and model an insect.

Six legs, 3 body parts - use pop-up book for examples (given)

C. E. Extension - mobile of mammals/animals - straws and construction paper needed.

Skill(s): Observing/Identifying
Classifying

Scientific Approach

Volcanoes

(Tape and books/Cross-age tutors)

Volcanoes - talk about what causes volcanoes, etc. Pressure, weaknesses in earth, earthquakes, magma, lava, etc.

Extension: Clay modeling/construction paper cones, etc., make a replica of a volcano (Tongue depressors or cotton can be used for smoke).

Skill(s): Observing
Classifying
Creating artistic forms (C.E.)

General Games

Observation (S.A.) - send one person out of room - question others about looks, clothes, etc. (Cross-age tutor can be used).

Telephone (C.A.) - Two teams - give 1st person of each team message. Send back to teams. Have them pass message(s) back like a relay race. Check message(s) at end.

Memory (C.A.) - Grandma went on a trip and took . . . everything and add a new item. (Each person repeats what went before). Go around as many times as you can. (Better done in small group(s). (Cross-age tutor can be used).

Memory Number (C. A.) - repeat number in sequence 2, 3, 4, 5, 6, digits - forward, backward. (A cross-age tutor can do this on an individual or small group basis).

Memory Card Game (C. A.) - match pictures match mother and babies, etc.

APPENDIX I

CALENDAR

CALENDAR

Prior to Implementation

- Interview kindergarten teachers -

- Needs Assessment on enrichment activities
- Materials for use in the classroom for students in the top 15-20%
- Survey of Needs Assessment with brief letter about practicum
- Assemble Student Checklist Evaluation
- Assemble Teacher's Information Awareness Checklist and distribute
- Choose Enrichment Activities - begin designing color-coded cards
- Assemble tentative handouts, materials and activities for miniworkshops

IMPLEMENTATION

March 2nd week	- Meet with teachers to distribute and discuss Student Checklist Evaluation - 15-20 minutes
2nd week	- Assess Teacher's Information Awareness Checklist (preevaluation) to decide on Workshop agenda
2nd week	- Assemble finalized handouts, materials and activities for workshops
	- Select 3 groups of MWA Students from 3rd, 4th, and 5th grades
2nd & 3rd week	- Orient above students
3rd week	- Schedule times MWA students could be available
3rd week	- 1st week presented - 35 minutes
3rd & 4th week	- Independent class schedules of kindergarten teachers collected and master schedule finalized
4th week	- 2nd week presented - 35 minutes
4th week	- Postevaluation of workshops using Teacher Awareness Checklist for comparison

April 1st week	- MWA students begin facilitating procedures - in and out of the class setting
	- Encourage kindergarten teachers to use classroom aides and parent volunteers to help facilitation within the class setting
1st week	- Color-coded Enrichment Activity Cards laminated and given to each teacher
1st & 2nd week	- Meet with teachers separately to clarify questions on cards and discuss correlation with previous "Units of Study" of other handouts and materials presented at workshops
April - June	- Continue to meet with teachers and other facilitators to update information and evaluate progress of students and their responses to activities
End of May	- Compare and discuss changes in Student's Checklist (Postevaluation) with teachers and tutors
End of May	- Assess postevaluation of Student's Checklist
June 2nd week	- Check referrals to MWA
	- Assess success of goals
June 2nd week	- Meet with 1985-86 kindergarten chairman to plan for additional workshops in September, 1985